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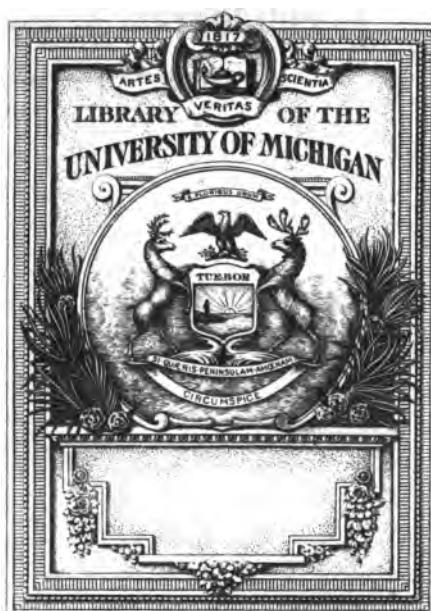
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ANNUAL REPORT  
OF THE  
SUPERINTENDENT  
OF  
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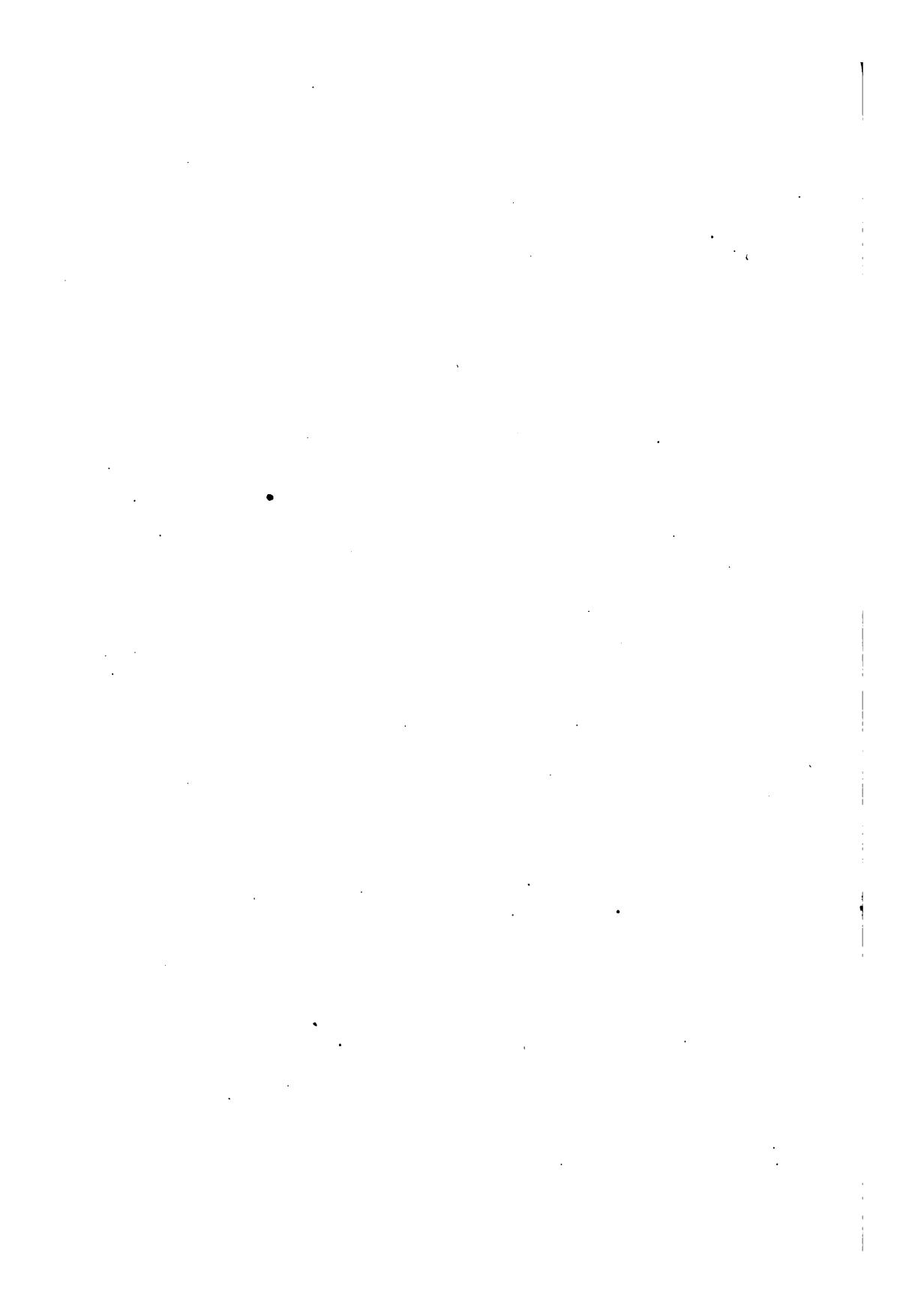


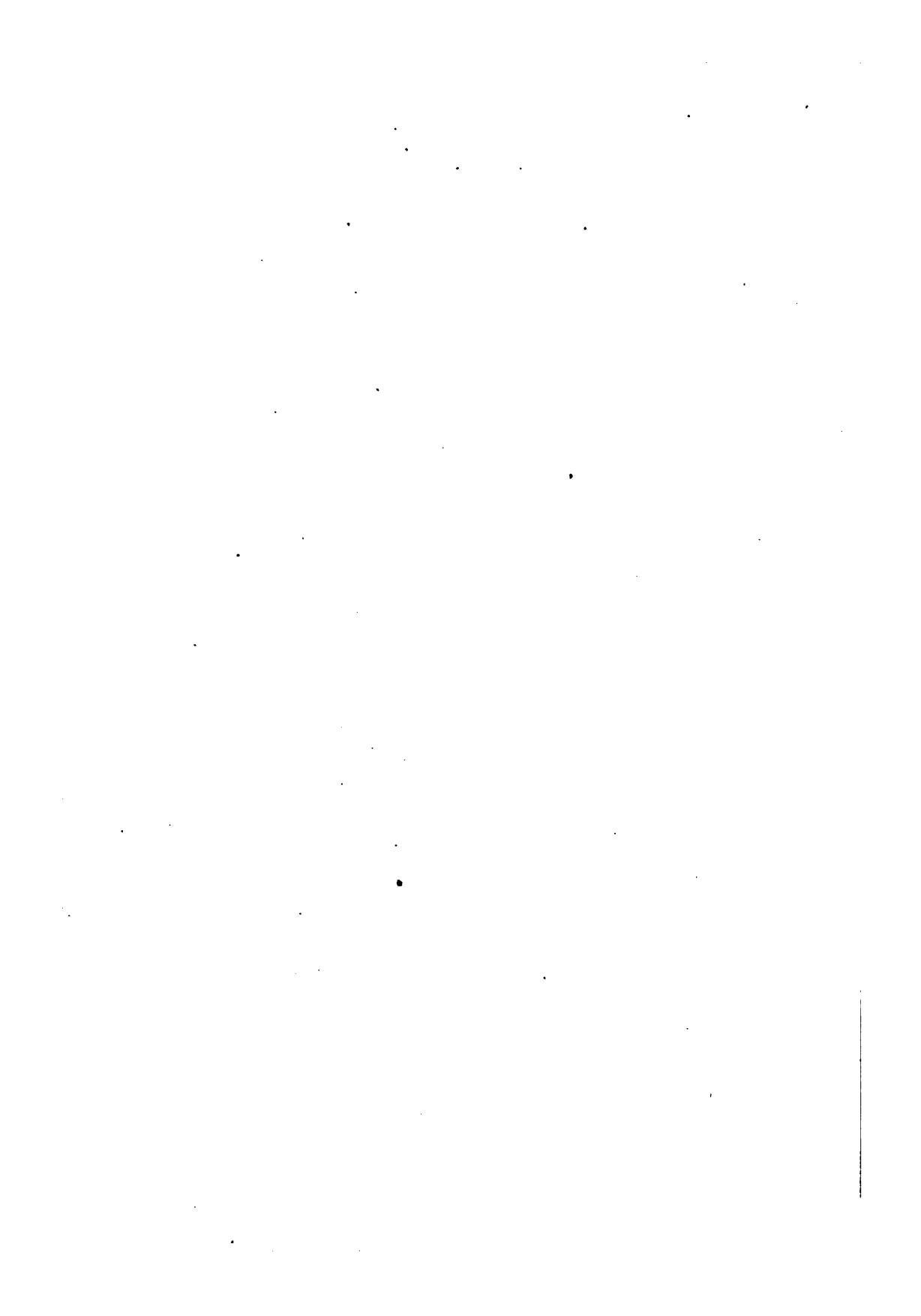
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Public Instruction

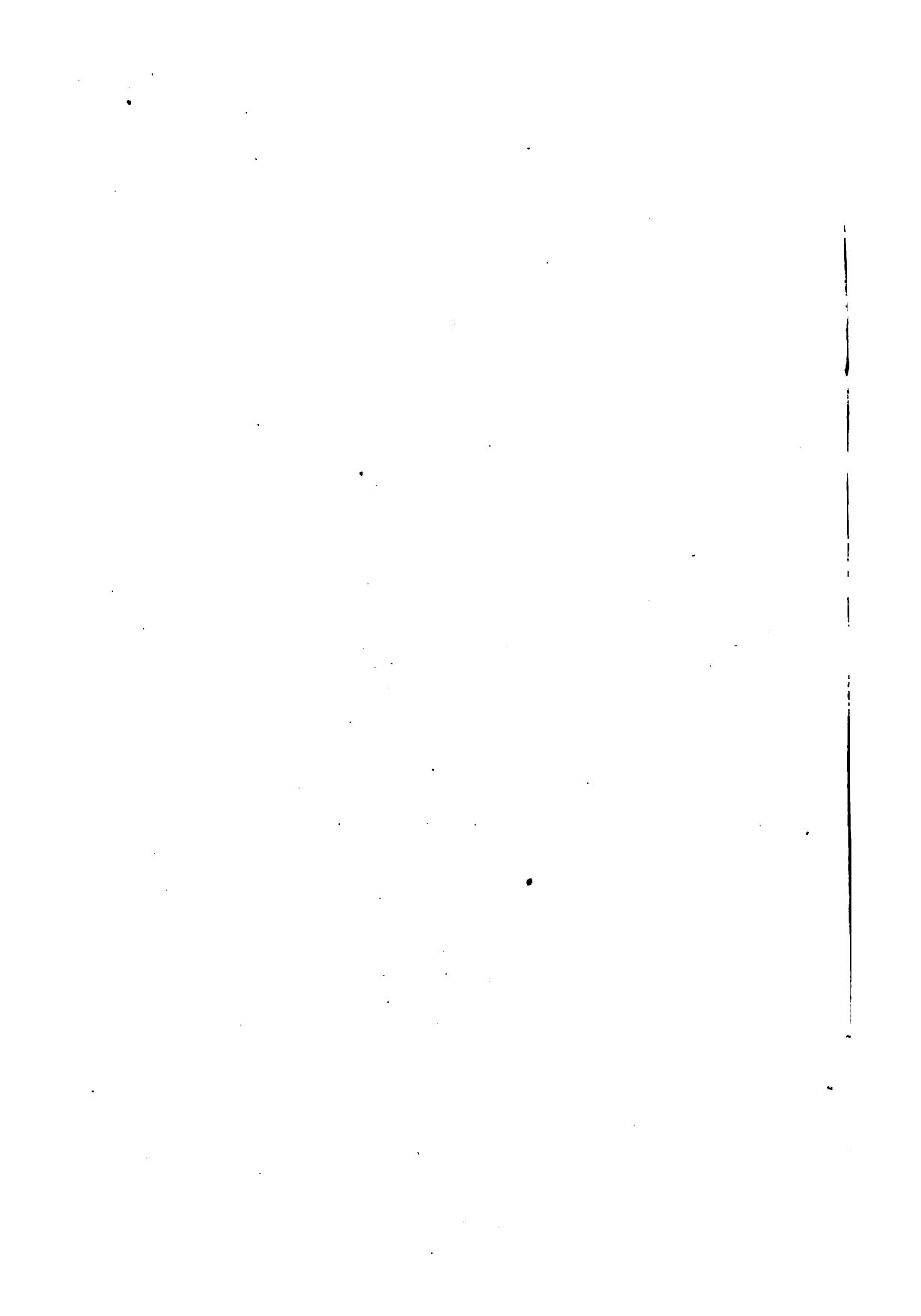
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SIXTEENTH ANNUAL REPORT,  
OF THE  
SUPERINTENDENT

OF

ON

Compliments of

JNO. G. McMYNN.

~~Superintendent of Public Instruction~~

Dept. of  
Instruction

DEPARTMENT OF  
PUBLIC INSTRUCTION

By JOHN G. McMYNN.

SUPERINTENDENT OF PUBLIC INSTRUCTION.

MADISON, WIS.,  
ATWOOD & RUBLEE, STATE PRINTERS.  
1865.

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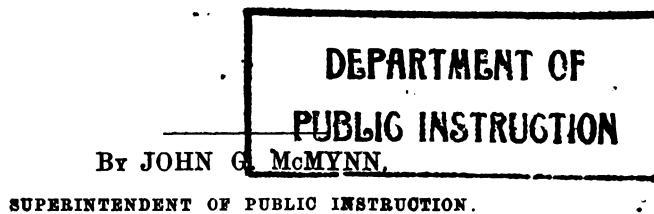
DEPARTMENT OF TRANSPORTATION



SIXTEENTH ANNUAL REPORT,  
OF THE  
SUPERINTENDENT  
OF  
PUBLIC INSTRUCTION

OF THE  
STATE OF WISCONSIN, *Dept. of  
public instruction*  
FOR

THE YEAR ENDING AUGUST 31, 1864



MADISON, WIS.,  
ATWOOD & RUBLEE, STATE PRINTERS.  
1865.

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION,  
MADISON, December 10, 1864.

*To His Excellency, JAMES T. LEWIS,  
Governor of Wisconsin:*

SIR :—I have the honor, herewith to submit the Sixteenth Annual Report from this Department.

I am very respectfully,  
Your obedient servant,  
JNO. G. McMYNN,  
*Superintendent of Public Instruction.*

GIFT  
MICHIGAN DEPT. OF  
PUBLIC INSTRUCTION  
JUN 20 '35

## ANNUAL REPORT.

*To the Legislature of Wisconsin :*

GENTLEMEN :—In compliance with the requirements of law, the following report is respectfully submitted, for the year ending August 31st, 1864. The law provides that the State Superintendent “ shall prepare in each year a report, to be submitted to the Legislature, on or before the tenth day of December in each year, containing—

1. An abstract of all the Common School reports received by him from the several County Superintendents of Schools.
2. A statement of the condition of the Common Schools of this State.
3. Estimates and accounts of the expenditures of the school moneys.
4. Plans for the improvement and management of the Common School Fund, and for the better organization of the Common Schools. And—
5. All such matters relating to his office, and the Common Schools of the State, as he shall deem expedient to communicate.”

The following summary of the reports received from County Superintendents for 1862–3 and 1863–4, will present the subjects of attendance, taxes, teachers, etc., in an intelligible manner.

**SUMMARY.**

	1862-3.	1863-4.	Increase.	Decrease.
Population of the State, 1864, (estimated).....	886,073	886,073	.....	.....
Number of counties reporting.....	56	56	.....	.....
Number of towns reporting.....	771	772	1	.....
Number of towns not reporting.....	1	5	4	.....
Number of whole districts.....	3,888	4,072	189	.....
Number of parts of districts.....	1,842	1,930	88	.....
Number of districts reckoning $\frac{1}{2}$ parts as equal to one whole district.....	4,702	4,930	228	.....
Number of districts not reporting.....	161	174	13	.....
Number of parts of districts not reporting.....	122	127	5	.....
Whole number of districts unreported.....	215	231	18	.....
Number of male children between 4 and 20 years of age.....	164,100	166,860	2,760	.....
Number of female children between 4 and 20 years of age.....	156,865	163,056	6,191	.....
Total number of children between 4 and 20 years of age.....	320,965	329,906	8,941	.....
Excess of males over females.....	7,285	8,794	.....	8,441
Number of districts maintaining school more than one term.....	8,368	8,467	99	.....
Number of male teachers employed during winter term.....	1,812	1,621	.....	191
Number of female teachers employed during winter term.....	2,531	2,758	227	.....
Number of male teachers employed during summer term.....	383	308	.....	45
Number of female teachers employed during summer term.....	8,765	8,871	106	.....
Number of different persons employed in teaching during the year.....	7,408	7,685	183	.....
Number who have had experience as teachers previous to this year.....	5,916	6,242	266	.....
Number of pupils registered during winter term.....	170,565	169,909	.....	656
Whole number of day's attendance during winter term.....	7,829,986	.....	.....	184,458
Number of pupils registered during summer term.....	144,626	150,682	6,056	.....
Whole number of day's attendance during summer term.....	5,776,285	5,984,519	208,234	.....
Number of pupils attending during the year.....	215,163	211,119	4,044	.....
Whole number of day's attendance during the year.....	18,790,729	18,814,506	28,776	.....
Average length of winter term — days.....	61	63 <sup>1</sup>	2 <sup>1</sup>	.....
Average length of summer term — days.....	59	57 <sup>1</sup>	2 <sup>1</sup>	2

Number of day's possible attendance.....	21,275,361	23,645,328	2,869,967	.....
Number of day's actual attendance.....	13,790,729	13,814,505	23,776	.....
Percentage of attendance of number registered.....	65	58	7	.....
Percentage of attendance of number entitled to school privileges.....	44	33	11	.....
Number of children under 4 years of age who have attended school.....	1,837	1,716	121	.....
Number over 20 years of age who have attended school.....	1,443	1,318	125	.....
Number of select and private schools.....	220	236	16	.....
Number of pupils reported attending the same.....	10,440	12,063	1,628	.....
 Average wages paid male teachers per month during winter term.....	\$26 56	\$80 02	\$3 46	.....
Average wages paid female teachers per month during winter term.....	17 62	19 72	2 10	.....
Average wages paid male teachers per month during summer term.....	80 04	84 77	4 78	.....
Average wages paid female teachers per month during summer term.....	16 27	19 14	2 87	.....
Average wages per month paid male teachers for the year.....	27 11	32 39	5 28	.....
Average wages per month paid female teachers for the year.....	16 81	19 43	2 62	.....
 State fund apportioned during the year.....	\$135,761 96	\$150,974 07	\$15,212 11	.....
Tax levied by county boards of supervisors.....	128,174 42	133,141 21	4,966 79	.....
Tax levied by towns.....	67,893 47	74,826 64	6,933 17	.....
District taxes for teachers' wages.....	384,446 86	416,884 47	81,437 62	.....
District taxes for school houses.....	73,776 87	99,291 86	25,536 49	.....
District taxes for maps, charts, etc.....	2,446 76	2,990 18	543 43	.....
District taxes for other purposes.....	73,082 14	95,725 42	22,043 28	.....
Total amount of taxes raised.....	675,798 94	821,869 78	142,060 84	.....
Total amount of money expended for school purposes.....	815,488 93	972,833 86	.....	.....
 Number of stone school houses.....	183	186	3	.....
Number of brick school houses.....	192	198	6	.....
Number of frame school houses.....	2,495	2,553	68	.....
Number of log school houses.....	1,298	1,249	49	.....
Total number of school houses.....	4,168	4,186	18	.....
Number of school house sites containing less than one acre.....	8,327	8,177	150	.....
Number of school house sites uninclosed.....	8,106	3,147	41	.....
Number of school houses without outline maps.....	3,078	2,982	96	.....
Number of school houses without black-boards.....	493	570	77	.....

*Summary.—continued.*

	1862-3.	1863-4.	Increase.	Decrease.
Average valuation of school houses.....	\$318 00	\$355 44	\$37 44	
Highest valuation of any school house..	38,000 00	32,000 00	.....	\$16,000 00
Lowest valuation of any school house....	08	01	.....	02
Total valuation of school houses.....	1,326,768 00	1,487,495 33	160,742 33	.....
Number of district libraries.....	779	763	.....	26
Number of volumes in the same.....	34,339	28,475	.....	5,844
Number of volumes purchased this year.....	783	499	.....	284
Number of volumes loaned this year.....	16,362	12,385	.....	8,977

The following towns are unreported this year:

Chamber's Island, Door County.

Liberty grove, Door County.

Eaton, Monroe County.

McClelland, Wood County.

Eau Gallie, St. Croix County.

Reports sent in, after the annual report from this office is published, are received upon affidavit that the delay was unavoidable, and such reports are incorporated in the reports from towns or counties with which they properly belong. It is the duty of all school officers receiving reports to acknowledge their reception by return mail, and if such acknowledgment is not promptly made, it is the duty of the officer sending the report to write to inquire if the report has been received.

**SCHOOL CHILDREN.**—The number is nearly 3 per cent. greater than last year. This is the least increase in per centage since the State was organized.

**SCHOOL ATTENDANCE**—During the past year the attendance has fallen off. The per centage of attendance of number registered is 58.

The following table showing the attendance since 1849, although not strictly reliable, may be of interest:

Years.	Per cent. of Attendance.	Years.	Per cent. of Attendance.
1849 estimated.....	44	1857 calculated.....	60
1850....do.....	67	1858....do.....	63
1851....do.....	70	1859 estimated.....	65
1852....do.....	71	1860 calculated.....	67
1853....do.....	69	1861....do.....	65
1854 calculated.....	65	1862....do.....	64
1855....do.....	65	1863....do.....	65
1856....do.....	64	1864....do.....	58

There is a decrease in attendance of number registered of 7 per cent. since last year. The per centage of attendance of the whole number entitled to school privileges is, for this year, 33. This is 11 per cent. less than last year. This fact ought to attract the attention of all. It is well to urge parents to manifest greater interest in their schools, and to call upon all classes of citizens to aid in securing a more general and regular attendance. It may be best to enforce attendance by law, and to apportion the public money on the basis of actual attendance; but of this we may be certain, *our schools will never do their legitimate work until we improve the character and increase the qualifications of our teachers.*

**TEACHERS.**—Of the 7,585 teachers employed during the past year, it is ascertained from data furnished in the special reports of County Superintendents, that the number holding certificates of different grades is as follows:

Number holding limited third grade certificates,.....	824
..do....do....third grade certificates,.....	6, 257
..do....do....second.....do.....	377
..do....do....first.....do.....	127
Total,.....	7, 585

By reference to the following sections of the school law relating to Teachers' Certificates, an idea of the attainments of the teachers employed may be attained :

#### TEACHERS' CERTIFICATES.

SEC. I00. Every applicant for a situation as a Teacher in any of the Common Schools of this State, shall be examined by the County Superintendent of Schools of his county, in regard to moral character, learning, and ability to teach, and, if found qualified, shall receive a certificate as hereinafter provided.

SEC. 101. There are hereby established three grades of Teachers' Certificates, to be known as certificates of the first, second and third grade, respectively, as the case may be. Each certificate shall show the branches of study in which the holder has been examined, also the relative attainment of the applicant in each.

SEC. 102. Every applicant for a Certificate of the Third Grade, shall be examined in Orthoepy, Orthography, Reading, Penmanship, Intellectual and Written Arithmetic, Primary Grammar and Geography, and if found qualified, shall receive a Certificate which shall entitle the holder to teach in the town for which he applies, and which shall be in force for one year from the date thereof; and each County Superintendent may issue Third Grade Certificates for a less period than one year, and for a particular district, whenever he is satisfied that the applicant is qualified to teach in such district, and is not qualified to teach in every district of the town for which he is licensed.

SEC. 103. Every applicant for a Certificate of the Second Grade, shall be examined in all the branches required for a Certificate of the Third Grade, and in Addition thereto, in Grammatical Analysis, Physiology, Physical Geography, Elementary Algebra, United States History, and Theory and Practice of Teaching, and if found qualified, shall receive a Certificate which shall entitle the holder to teach in any town in the county in which he is examined, and which shall be in force for one year from the date thereof.

SEC. 104. Every applicant for a Certificate of the First Grade, shall be examined in all the branches in which applicants for Certificates of the second and third grades are examined, and in addition thereto, in Higher Algebra, Natural Philosophy, and Geometry, and if found qualified, shall receive a certificate which shall entitle the holder to teach in any town in the county in which he is examined, and which shall be in force for two years from the date thereof.

The teachers employed in the cities, not under the supervision of the County Superintendents, are not examined by them, and the above figures may be very slightly changed, when they are included.

It appears that about 93 per cent. of those employed the past year were not examined in the History of the United States, nor in Hygiene or the Laws of Health, nor in Theory and Practice of Teaching. If any class of instructors needs to understand these branches, it would seem to be those who have charge of our country schools. It is probable that some of those teaching under a third grade certificate might obtain the second grade, but these certainly exhibit little professional pride, when they can show no evidence, in their license to teach, that they possess any special fitness for their vocation.

**TEACHERS' WAGES.**—The wages of teachers have been increased somewhat during the past year, but not to correspond with the increased cost of living. There is an increase of 19 1-2 per cent. in the pay of male teachers, and 15 1-2 per cent. in that of female teachers.

**SCHOOL TAXES.**—The whole amount of taxes received for school purposes is 20 per cent. greater this year than last. If we include salaries of County Superintendents, at least \$1,000,000 has been expended during the year in support of the Public Schools.

**PRIVATE SCHOOLS.**—No reliable reports are received at this office from this class of schools. The number reported as attending them is far below the real number.

**LIBRARIES.**—Only enough is reported regarding these to show that nothing is done to improve them. The repeal of the law of 1859, providing for District Libraries, and the transfer of the library fund to other funds, probably render it useless to urge the wisdom and expediency of using this powerful agency to educate the youth of the State.

#### REPORTS OF COUNTY SUPERINTENDENTS.

The following Circular was addressed to the County Superintendents in August last by my predecessor :

**STATE OF WISCONSIN,**  
**OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION,**  
August 13, 1864.

DEAR SIR:—It is desirable that a Special Report from you be embodied in the Annual Report from this Department. This Special Report should be very brief, and may embrace the following subjects:

1. *School Houses.*—Number built during the year ending August 31st., 1864. Improvements in those previously built.
2. *Graded Schools.*—Their number and general character. Number of Districts in which Graded Schools might be profitably established.
3. *Teachers.*—Number holding certificates of each grade. Number employed in same school as during the previous year. Number who have no other employment, and are engaged in teaching during the year. Average age and experience.
4. *Pupils.*—General average of punctual attendance. General Department. Number who are not properly supplied with books.
5. *Patrons.*—General interest manifested. Number of visits to schools.
6. Your views upon the Township District system of school management, as presented in the last Annual Report from this Department, a copy of which has been recently sent to you.
7. Any suggestions you may see fit to make with reference to the wants of our schools will be thankfully received.

N. B.—You will confer a favor by sending to this office copies of your circulars, notices, and also of your questions used in examinations. I trust also that Superintendents may exchange with each other, all papers connected with their work. This will tend to uniformity of work.

Very truly yours,  
J. L. PICKARD,  
Superintendent Public Instruction.

In response to the foregoing, the following have been received :

#### ADAMS COUNTY.

In this county several districts have become disorganized during the past year, owing to the fact that many of the inhabitants have removed to other localities ; the few remaining families have been set off into adjacent districts.

Two school houses have been destroyed by fire, one of which was a log structure and the other a framed house. Upon the site occupied by the latter a new frame house has been erected, which, though defective in some respects, is much superior to the old one. This is the only house built since the last annual report was made. The inhabitants of several other districts in which new and more commodious school houses are needed are deterred from building at present by the high price of building materials. Wherever I have found a district in which it was proposed to build a new house, I have placed in the hands of the building committee a copy of Barnard's School Architecture, thinking it would give them material assistance in planning and furnishing their house.

Among the prominent defects in the internal arrangement of our school houses—to say nothing of the absence of maps and charts—are the insufficiency of black-board surface, and the improper construction and arrangement of seats and desks. In one school, numbering forty pupils, I found no black-board at all ; in eight or ten others, numbering from twenty to thirty scholars each, the black-board surface ranges from nine to fourteen square feet, and these boards are frequently so located as to be entirely out of the reach of the smaller children. The fact is, our houses are so small and so "cluttered up" that there is not room for sufficient black-board. The seats and desks are generally too high, and in some cases subject the children to much physical discomfort.

We have no properly graded schools in the county. The propriety of establishing one at Friendship, our county seat, has been suggested by some of the influential citizens. Such a school is certainly needed at that place.

During the year I have examined seventy-two applicants for teachers' certificates, and have granted two second grade, forty-four third grade, and a few local certificates.

The attendance of pupils during the last winter's schools was poor, on account of the severity of the weather and the depth of snow ; during the past summer the attendance has been quite good.

Patrons do not visit the schools as frequently as they should ; in many cases the official visit made by the Superintendent has been the only one received by the school during an entire term.

Here let me say that we *very much need* a supervision of our schools, more efficient than can be exercised by the County Superintendent. If the Township District System is adopted, this want will be supplied, and, though I think that new and thinly settled counties like Adams would not derive so great benefit from its adoption as would more densely populated sections, I am satisfied that, as a State, Wisconsin needs just such a system, and I hope that our Legislature, at its next session, will be brought to action upon this subject.

Taking the reports of the teachers for my data, I find that about 12 per cent. of the pupils attending our public schools are not properly supplied with books. This is an evil so obvious and of so great magnitude that I am encouraged to believe it will not long exist. I am gratified to say that improvement is being made in this respect.

The frequent change of teachers is another evil which can hardly be overlooked, and which it will require time and much effort to remedy. It occurs to me that, to secure permanence, *somebody* beside the teachers and their pupils must be educated. I think that good teachers are sometimes discharged or permitted to resign because their employers do not know that they are good teachers, or because they ignore the truth that the remuneration should be in proportion to the value of the services rendered.

The only permanent private school in this county is Brunson Institute, located at Point Bluff. It has been instrumental in preparing many for successful labor in our public schools, and it is to be hoped that it will continue to exert the same beneficial influence. The opportunities afforded to its pupils, though not equal in all respects to those presented by older institutions of similar character, are very creditable to a school of its age and amount of patronage. I am now holding a Teacher's Institute in connection with this school. It is attended by quite a number who design to teach during the approaching winter. Mr Fay, the former Superintendent of Adams county, is teaching in the northern part of the county and informs me that a number of teachers are there studying under his direction.

In conclusion I would say that our teachers manifest a commendable desire to improve in knowledge and skill; and that much praise is due to the parents and school officers in some localities for the energy and interest they manifest in all matters pertaining to the interests of our public schools.

J. C. YOCUM, *County Superintendent*

#### ASHLAND COUNTY.

(No Report.)

#### BROWN COUNTY.

During the year I have visited nearly all the schools in this county twice, and taken notes of my observations of teachers, their manner of conducting schools, attendance of scholars, character of school houses, and other matters pertaining to the interests of schools. One great obstacle to the efficiency and success of our public schools in the country districts is

the frequent change of teachers. The short period for which they are generally employed, and the uncertainty of being retained induces many of the best and most competent to seek other and more steady employments. I have endeavored to remedy this evil by impressing our school officers with the importance of securing good teachers and permanently retaining them.

The school houses in this county, I am sorry to say, are not of the first order. We have some very good ones, others that would be comfortable only for the lack of room, and too many that are unfit to be called by that name.

There is a lack of maps, charts, and globes in some districts, while others are partially, and some more fully supplied with these necessary appurtenances.

Late and irregular attendance of pupils are most grievous evils in our common schools, and tend more to thwart the best endeavors of teachers, than any other causes coming under my observation.

Primary instruction is, in some instances, too much neglected, the teacher as well as the pupil, in many instances, wishes to advance with too much haste, and before the scholar has attained a full understanding of the primary branches. The importance of visitation by school officers and patrons cannot be over estimated; such visits seem to endow both teacher and pupils with new life and vigor. This matter, I regret to say, is sadly neglected.

We have in the city of Green Bay three schools, in which are employed seven teachers, who have had experience in teaching, as follows: One 32 years, one 10 years, one 5 years, and the others ranging from one to three years respectively. There are only two schools in this county having two departments. One in Green Bay and one in Depere. They are ably conducted by competent and experienced teachers, and contrasting their condition for the last year with former years, there is a very decided improvement in the general attendance of pupils, school discipline and mode of instruction.

E. Hicks, County Superintendent.

#### BUFFALO COUNTY.

(No Report.)

#### CALUMET COUNMY.

(No Report.)

#### CLARK COUNTY.)

(No Report.)

#### CHIPPEWA COUNTY.

This county has made no improvements in building school houses during the year. The seats and desks in some have been improved, and others

need improvement of the same kind. About half of our districts are provided with substantial, well constructed school houses. Two have none, and the remainder are yet using the buildings erected before the settlers were really prepared to build them. Ten of our schools have so small and scattered a population that but one term is kept during the year.

The school in Chippewa Falls is divided into three departments ; the increasing number of scholars will soon require a fourth department.

The character of our schools has improved materially during the past year. We need a few more competent teachers. For the want of them, some schools have been under the care of inexperienced teachers, hardly qualified to properly discharge the duties of the position. Schools for the winter, so far as teachers have been employed, are supplied with those better qualified than at any time previous.

Examinations have generally been well attended, and teachers have rendered much assistance to increase the interest, and the standard of qualification has been advanced. Several of our teachers have made successful efforts for improvement by attending classes for reviewing, during vacation of their schools.

Parents do not feel that interest which the good of the school requires. The schools in a few districts are visited by parents, who render much encouragement and assistance to the teachers, but the majority think their duty is done when the teacher is hired, and appear to make no further effort. I find, as a general thing, that the wide awake, faithful teacher interests the parents, and if the parents feel an interest in the school the children are sure to be interested.

The future is encouraging ; our schools are young, but have improved rapidly since their organization, teachers are becoming more numerous and better qualified. Parents are showing more interest in the welfare of schools, and I think all the auxilaries for the improvement of schools will be increased.

R. PALMER, *Supt. of Schools,*

#### COLUMBIA COUNTY.

##### I.—EXAMINATION OF TEACHERS.

I have endeavored during the past year to carry out both the letter and spirit of the law, in this department of my duty, as a school officer. For this purpose, examinations have been so conducted as not merely to test the present qualifications of teachers, but also to lead them onward to a fuller and more complete preparation for the important work which they have undertaken.

The county has been divided into seven inspection districts. At least two general meetings (spring and fall) have been held in each district.—The number of meetings to be attended, the amount of labor connected therewith, and other circumstances, have seemed to render it necessary that each meeting should be limited to two days, and in some instances the public exercises have been compressed within the limits of a single day.

In a considerable number of instances where sickness or absence has seemed to render it necessary, applicants for license as teachers, have been allowed separate examinations. It is believed that the interests of our

schools require that this class of cases should be reduced to the lowest possible limit.

### II.—SCHOOL VISITATION.

1. After an examination of the school, (usually by witnessing its regular ordinary operation,) and addressing the scholars in a familiar manner, on some subject connected with their studies, I have endeavored in a full and free consultation with the teacher, to make such suggestions with regard to the modes of giving instruction, management of classes and government of the school, as the circumstances in each varying case might require.

2. It being a leading object in visiting the several districts, to awaken the district officers and patrons of schools, to united and *practical* efforts for the improvement of their schools, I have, where practicable, sought personal interviews on this subject. When a satisfactory interview could not readily be obtained, a letter like the following has been addressed to the district board :

*Gentlemen*—In the discharge of that part of my official duty, which requires me to act as an inspector of schools, I have again visited the school in your district. As far as it seemed necessary to do so, I have counseled the teacher in regard to the instruction and management of the school.

To you as the chosen representatives of the district, I wish now to offer a few suggestions, and I trust they will be received in the same spirit in which they are offered, a sincere desire to improve the school, and render it an educational institution, suited to develop the children into healthy, decent, upright and intelligent men and women.

Your attention is invited to the subject discussed at pages 66, 106 and 107 of the school code.

Your careful consideration of your duties as school visitors (see Sec. 54 of code) is also invited. The value of the encouragement afforded by your presence, both to pupil and teacher, can hardly be over-rated.

As school examiners, we observe, among other things—

1st. The order and general deportment of the scholars.

2d. Irregularity of attendance, or absenteeism of a portion of the scholars.

3d. Whether a uniform series of text books is used.

4th. Whether any of the scholars lack text books in branches which they ought to study.

5th. The temperature, ventilation and general comfort of the school room.

6th. The contiguity of the school house to the street or other disturbing influence.

7th. The inconvenient arrangement of seats and desks.

8th. The height, width and inclination of seats, compared to the wants of scholars.

9th. The great need of more good black-board surface.

10th. The lack of outline maps and suitable charts.

11th. The imperfection of the out-door appendages, and its effect on the health, morals and decency of young persons.

### III.—SCHOOL HOUSES.

Seven new school houses have recently been erected in this county.

Others have been renovated, so as to better subserve the purpose of school houses.

Last year when the Code was sent me for distribution, I prepared an article on the subject of school houses, touching the following subjects:—  
 1. Location. 2. Size. 3 Height. 4. Underpinning. 5. Windows. 6. Ventilation. 7. Space for Class Exercises. 8. Black-board. 9. Teacher's Table. 10 Seats. 11. Desks. 12. Other Furniture. 13. Apparatus. 14. The School House a Dwelling.

This was printed on a leaf of a size to correspond with the Code, and inserted at pages 106 and 107.

This article is of a strictly practical kind. Sizes, heights, and inclinations of seats, desks, &c., are given in figures; dimensions and location of black-boards, and the arrangement of the room so as to make them accessible and useful; the removal of the awkward pulpits (*mis-named teacher's desks*) found in most of our school-rooms, and the useless platforms on which they stand, and the substitution of a usable, movable table, on a level floor; these subjects receive prominent attention.

I have made special visits to such districts as have contemplated erecting new houses for the purpose of consulting with building committees, and laying before them such improvements as have come under my observation.

#### IV.—ATTENDANCE AND PROGRESS OF PUPILS.

The attendance of pupils has been more regular during the past year than heretofore, and the progress of the schools generally has been very encouraging. Teachers have generally been very ready to adopt improved modes of teaching.

A serious drawback to our progress is, that our best teachers are soon drawn to other avocations, and we lose their services in the educational field.

#### V.—GRADED SCHOOLS

Have been established in Columbus, Lodi, Kilbourn City, Fall River, Wyocena, Pardeeville, Cambria and Poynette. In Otsego, although the number of scholars is less than in either of the other places named, a similar arrangement will probably soon be made. In Lodi a consolidation of districts has been accomplished during the present year for this purpose.

These schools are all under the care of district boards organized in the ordinary manner. Several of them are supplied with sets of Maps and Charts, and some of them with a few articles of apparatus.

The teachers are comparatively efficient and skillful. Although we seriously feel the need of the influence of a good Normal School, I think that our village schools do not usually feel that need so much as those in the country; the best teachers being selected for the villages.\*

D. W. ROSENKRANS, *County Superintendent.*

#### CRAWFORD COUNTY.

(NO REPORT.)

\* Note.—Superintendent Rosenkrans entirely dissents from the generally expressed views of other Superintendents in favor of the Township system. The length of his article on the subject prevents its publication in this report, but it will, if possible, be published in the Journal of Education.

## DANE COUNTY—(FIRST DISTRICT.)

In this half of Dane County there are one hundred and nineteen school houses. Two have been built during the year. Some of these are very fine structures, while others are miserable specimens, destitute of either taste, convenience or comfort. Many large and costly houses are so badly arranged and seated, as to be almost entirely unfit for school purposes: It is surprising that in most instances the school-room is constructed apparently with no intelligent idea of the purpose which it is to serve. Seats and desks out of all proportion to the size of children who are to occupy them; arrangement such as to afford no facilities for maneuvering classes; black board so small or so situated that it is useless for general, or even class exercise; and no means for ventilation or equalizing temperature. Indeed the experience of the past year has led me to conclude that little or no regard is generally paid to the important fact that the school-room with its surroundings is a most powerful educating agency. It is generally admitted that the proper temperature of a room, in winter, for health and comfort, is about 65 degrees. Yet in some of the school-rooms visited last winter, the temperature was as high as 90 degrees. Nor was the teacher altogether to blame for this; for perhaps, even then, in some parts of the house it was no more than comfortably warm. Seventy-five school houses are without outbuildings. And in two instances, school houses situated in the centre of large villages are without these necessary appendages! Comment upon this state of things is unnecessary.

I visited every school house, in which a school was taught, during the summer, except one, a shanty, built this summer, and the existence of which I did not know at the time the school was in progress. In a few instances the schools were not in session, owing to some local causes, at the time of visitation. Such schools I of course failed to see. One hundred and nine schools have been in session during the summer. In the village of Stoughton they have a large graded school. Efforts are also being made in the villages of Sun Prairie and Marshall, to erect suitable buildings for schools with departments. Most of those engaged in teaching during the summer had had previous experience, and a goodly number were teaching the same school that they had previously taught. As a general thing the interest and efficiency of teachers in their work seem to be increasing. Indeed, if parents and patrons manifested as much interest as teachers do in the work of education, the successful and almost perfect operation of our common school system would be placed beyond doubt or criticism. Of the one hundred and nine schools in session the past summer only thirty-four were visited by the district board; nineteen were visited only once; and only two were visited more than twice. One of the greatest obstacles to the success of our schools is the fact that parents generally know little about the school except from the representations of their children. In fact very few people really know what a successful school is. If parents would frequently visit the school, and thus realize with what the teacher has to contend, they would learn to sympathize with him, and be led to encourage him in his patient toil for the good of their children. Scholars would also be encouraged to faithfulness. The little petty jealousies and difficulties among scholars, would never swell to such

gigantic proportions as they often do, resulting in the dismissal of the teacher and the general demoralization of the school.

At the public examination last spring 154 applicants presented themselves. Of this number 108 were granted third grade certificates. No higher grade certificates were granted. A few private examinations were given.

A. B. PRENTICE, *County Superintendent.*

DANE COUNTY—(SECOND DISTRICT.)

During the year 1864 I have examined 209 candidates, granting certificates as follows:

1st Grade,	2
2d     "	6
3d     "	89
Limited,.....	45

Twenty-nine of these certificates were limited, because they were granted upon *private examination* subsequent to the public examinations, and not because the holders of them were deficient in qualifications. The teachers are steadily improving in Orthography, Reading and Mental Arithmetic. These branches are not only better understood, but also much better taught than formerly. In many places there is considerable improvement in Geography, but the great deficiency of "teachers' helps," retards progress in this direction.

When our teachers are furnished with necessary tools to work with ; when our reported *blackboards* shall have grown to proper size, and shall have come down within the reach of pupils ; when our school rooms shall contain maps and globes—in that "good time coming" which Superintendents and Teachers are working for, doubtless the advancement in this branch will be as rapid and noticeable as in the others. Attention is paid to map-drawing in many of our schools. The least improvement noticed is in Written Arithmetic, owing doubtless to the fact that the class of both teachers and scholars who made this branch a specialty are not now in the schools.

Owing to the severity of the winter only eighty-five schools were visited. These, with a few marked exceptions, were in a prosperous condition.

The Summer schools were found better attended than before, still our observation and our reports show a wonderful degree of carelessness or blindness in this respect. Parents are not properly aiding their children to form habits of promptness and devotion to business, when for light causes they permit them to be absent from their places in the school-room. Irregular attendance is the great bane of our schools. Next to this, is the multiplicity of classes ; due to neglect on the part of School Boards to decide what series of books shall be used in school.

I am happy to state, that the number of school visitors, and school visits, as shown by the registers, has largely increased during the past year.

Several School Districts determined at the annual meeting of 1863 to erect new and fine school buildings. Owing to the scarcity of labor, few, if any, of these were completed during the year. Considerable has been done in the line of refurnishing and repairing.

On the whole, though our progress is slow, I am sure we are progressing. We have fewer utterly worthless schools and none whose moral influence is decidedly bad; while the *many* are doing fair work, and *some* are worthy of high commendation. S. L. HOOKER,

S. L. Hooke

**Co. Superintendent.**

## DODGE COUNTY.

**(FIRST DISTRICT—No REPORT.)**

## DODGE COUNTY.—(SECOND DISTRICT.)

I embrace in this report a period of ten months, commencing on the 1st of last January, the time when I entered upon the duties of my office. During these ten months, I have traveled, in the discharge of official business within my district, 1,268 miles.

Number of Visits to Schools during Winter Term.....	42
" " " Summer Term.....	79
Making in all.....	121
besides visiting some twelve districts in which there were no Summer School or in which they had closed.	
At the Spring Examinations there were.....	184
For Private Examination.....	8
Whole Number.....	192
Certificates Granted—1st Grade.....	3
" " 2d Grade.....	10
" " 3d Grade.....	117
Limited Certificates.....	16
Whole Number.....	146
Number who failed.....	46
The average age of the Candidates.....	19½ yrs
Number of Males.....	16
Number of Females.....	176
<b>Fall Examinations</b>	
Candidates—Males.....	38
" Females.....	89
Private Examinations—Males.....	2
Females.....	2
Whole Number.....	126
Certificates granted—1st Grade.....	1
2d " .....	5
3d " .....	83
Limited Certificates.....	5
Total.....	94
Number who failed.....	32
Average age of those receiving Certificates.....	21 1-5 yrs

Whole Number Examined—Males.....	56
Females.....	262
<hr/>	
Total.....	318
Number of Certificates granted.....	240
Number who failed.....	78

Sixteen of those who received third grade certificates at the Spring Examinations came into the Fall Examinations and are thus reckoned twice in the above statement. The disposition which brings our teachers out to every examination, even though it is not demanded to qualify them to teach, I consider commendable. The figures which I have given will show that the great majority of our teachers in winter, as well as in summer, are ladies. The war calling off large numbers of our male teachers, has effected a great change in this respect. Four years ago very few of our winter schools were taught by females. On the whole, I do not regret the change. I cannot but hope that the effect will be beneficial to the interests of our schools. It tends to break up the changeable, the regular turn about policy hitherto pursued; a male teacher for the winter term, and then a female for the summer, and thus, almost inevitably, a new teacher for every term. A large majority of our districts must now, from necessity, employ female teachers for both terms—and the way is fairly open for them to employ the same one by the year. When our ladies are qualified for this it will be a great improvement upon the old system. And I am cheered in my work by the evidences I find that they are qualifying themselves to enter this wide and effectual door of usefulness which the war has opened before them. My acquaintance with them at my examinations and in the school room has elevated them as a class very much in my esteem as educators of our youth. We have a large number, and it is increasing quite rapidly, who make teaching a profession, and who are qualified to take charge of schools during the winter term. The great law of demand and supply is working admirably. The only counteracting influence is the disposition in our District Boards, which is too prevalent, to keep down the wages, especially of females, to the lowest point, and make them "board around" at that. Our young ladies who "are apt to teach," ought to be encouraged; yea, stimulated to the highest standard of qualifications for the responsible, noble work to which many of them must now devote themselves as a regular profession.

#### GRADED SCHOOLS.

There are, not including the city of Beaver Dam, six schools with two or more departments, but in a majority of these the system of gradation is quite imperfect. There are at least three districts in which graded schools might be introduced with great profit. But, as this would, at the commencement demand an extra outlay for the necessary rooms, a large number of children of all ages and attainments are herded together in one room, and in one case under two teachers who are compelled to conduct recitations in different parts of the same room, producing a most vivid impression of what the poet meant by

"Confusion worse confounded."

## SCHOOL HOUSES.

Much less than the average amount has been expended during the year in building and repairing school houses. Two have been built. One in a new district, and where logs were plenty; of course it must be of logs. The other a very neat house, with a wood-shed and other improvements. The old one was burnt last winter. If such is the result of fires a friend of education cannot but pray that there may soon be a general conflagration of all the old, uncomfortable, dirty, rotten, pioneer school houses, a large number of which are still found in this district.

A large catalogue of evils, which our schools are heir to, might be reported. But these are gradually being removed. There is, on the whole, slow but steady progress. The fountain of influence, in regard to our common school system is with the parents and patrons; as is the district, so almost uniformly is the district board, the school house, the teacher, the school.

H. M. PARMALEE, *County Superintendent.*

## DOOR COUNTY.

(NO REPORT.)

## DOUGLAS COUNTY.

This county has now been under organization just ten years; the most remote from the geographical and political centre of the State, unconnected by any roads or other means of communication within the limits of our territory, nor the recipient of any State munificence, except through the common school system, it has grown and advanced in social and commercial importance quite equal to other rural and frontier counties.

In 1850, what is now organized as Ashland, Douglas and La Pointe counties, was returned in the census at 489 of population; in 1860 the returns gave Ashland 513, La Pointe 358, and Douglas 828.

During the last four years the population of this county has increased about ten per cent., and may now be set down at nine hundred. Much of this increase is due to the employees on the copper mining works; these localities being as yet from four to ten or twenty miles from each other, and too few at each for a school, the children of the employees, to obtain instruction, have to avail themselves of the town schools. As they are all within the district organizations of the county, the above facilities for education are legitimately enjoyed, though at no inconsiderable expense to the parents and guardians. Early steps, however, should be taken to disseminate the school system among the mines, to secure in the outset the benefits of the State's bounty among the children in the mining districts.

In view of the above populations of Ashland, La Pointe and Douglas counties; allowing to the two former as great increase since 1860 as to the latter—which is not too little—the following statements reported for record, viz., Ashland [pop. 1863, 560], children 272, La Pointe [pop. 394], children 133, and Douglas [pop. 900], children 103, give rise to the inquiry, of to what is the marked discrepancy due? In one of the counties

(two hundred and seventy-two-five hundred sixtieths) nearly fifty per cent. of the population are returned as children between four and twenty years of age; in another (one hundred and thirty-three-hundred and ninety-fourths) or thirty-three and a third per cent. as children, while the last (one hundred and three-nine hundredths) returns but eleven per cent. of pupil age. It may not be denied that the above are correct returns, but it may at the same time be believed that the parents of the children—in excess—are maintaining their tribal relations, and the children are under teachers employed and paid by the United States Indian Department.

The school houses of Douglas county are quite inadequate to the demand. The first District in Superior had ample grounds bestowed upon it by the early proprietors. Two houses were erected in 1855 and 6, one of which, too remote from a sufficient number of children, has been in disuse for two or three years; the other has been enlarged, the grounds fenced and rendered pleasant and inviting, and conveniently seats fifty-two advanced and thirty primary pupils. The second District has a pleasantly located house, well finished and painted, having seats for thirty pupils.

The schools have not been graded under the prescribed system. The time has come, however, when the system should be entered upon.

There are one male and five female teachers in this county who have attended the public examinations and received certificates to teach third grade schools. The first, and four of the latter, have successfully taught school elsewhere and here. We have the teachers for all three grades, fully qualified.

The tabulated report accompanying this, palpably shows a great want of interest in the schools. Out of one hundred and seventy-eight children between four and twenty years of age, but one hundred and forty-five names appear on the rolls of the teachers. In the First District, containing one hundred and thirty-six children, two hundred and thirty-six days of school were kept, and only 9,913 days of attendance; allowing a truancy of ten per cent., the attendance would have been over 28,000; but here we have an attendance of thirty-five per cent., or a fraction over one child in three at school. The Second District presents a better report. One hundred and seventy-nine days of school were kept for forty-two children, which ought to give an attendance of 6,700 after a deduction of ten per cent. absentees; but the actual attendance was 3,462 only; or but little over one-half the amount due. Are the parents and guardians importuned on this subject? They with too much truth reprehend the authorities for not providing the necessary school room. The first District house seats eighty-two pupils, and yet 236 days of school should give even 19,000 attendance, nearly double the actual amount; and the second District house has seats for thirty pupils, and 179 days of school were open, giving facility for over five thousand days attendance, against 3,462 days enjoyed.

The truth is, the juvenile population has swelled upon our hands, before we realized it; the facilities for obtaining books are not the best, and the adult population have not awakened to the responsibility imposed upon them. It is, however, hoped that at the coming annual meetings the subject will receive due attention.

The State authorities have adopted a system for common schools which

only wants, at least in this locality, a more active administrative policy. If laudable pride to foster and carry out the policy or system manifestly does not exist, some power of supervision, mild and enticing in its exertion, should be, if not already, inaugurated and brought to bear to render the system effective. The State, possessing a mineral interest, second only to Michigan, in her Lake Superior counties, will take pride in seconding these frontier counties in developing their resources, and it is not to be doubted that material aid and encouragement will be extended towards the Lake and Bay shore towns, Ashland, La Pointe, Bayfield and Superior, should they at once enter upon a vigorous plan to improve their common schools and establish first grade departments. These towns, enjoying pre-eminently a healthful, invigorating climate, have much to gain by erecting attractive school houses of ample dimensions, surrounded by well appointed pleasure grounds, shaded by the rich evergreens of the primeval forests, watered by the mountain rills or laved by the pure waves of the lake. Schools thus provided will command the services of the best of teachers, become the pride of the State, an honor to the towns possessing them, and entice parents and pupils from the sultry regions to come and at once experience the benefits of climate and acquire education, restore health and enjoy pleasure.

In conclusion, it is respectfully submitted that the State Superintendent endeavor to visit these frontier counties at his earliest convenience, and stimulate the people to improve, if not to excel, in educational enterprise.

*Thos. Clark, County Superintendent.*

#### DUNN COUNTY.

(NO REPORT.)

#### EAU CLAIRE COUNTY.

Not having had the charge of the schools the past year, I cannot speak with that definiteness respecting their condition that I otherwise might. There are some things which I deem it of importance to communicate.

1st. There is a decided lack of qualified teachers in this section of the State, and I am obliged to license those who are not qualified. Probably some advance has been made in the condition of the schools in general. A very decided advance has been made in the erection of a house for a graded school, upon the east side of the river; one which does honor to the place and those more particularly engaged in the enterprise. It is calculated, when completed, for five or six departments. The school has recently opened with flattering prospects. The accommodations in that part of the town, or rather that town, have previously been very insufficient.

Upon the west side, where I am teaching, the school has its usual interest, and is making commendable progress.

There is a very commendable zeal and liberality, for so new a country, in this county. Only 7 years since, a school was first established in this valley of the Chippewa, and that in the rudest kind of a building. It is a decidedly loyal county, and has done nobly in filling its quota for the army.

*A. Kidder, County Superintendent.*

## FOND DU LAC COUNTY.

The architecture of a part of the school buildings of this county will compare favorably with that of similar sections of the State, but it is far below what it ought to be. Much labor has been expended in lectures and special visitations in needy localities, to secure new buildings and required changes in the internal arrangement of old ones, and with some success.

Twelve new school buildings have been erected in this county during the past year. In most of these a decided advance has been made in architectural design. A few have been constructed with little reference to taste, comfort and convenience; while one has been added to the twenty-one log buildings previously existing.

Much remains to be done in the erection of new buildings, and in remodeling old ones, by cutting down seats, removing clumsy desks, high platforms and pulpits, and in the introduction of a generous amount of black wall, clocks, maps, charts, recitation and other seats, all arranged for effective service.

Extensive plans and specifications for the construction of school rooms (including size and preparation of seats, black-boards, desks, aisles, &c.) arranged with special reference to the comfort of the children and the convenience of the teacher, have been prepared at much cost of labor by the Superintendent and are kept for the use of the schools of the county.

This county has only two graded schools. Four schools have a Grammar and Primary Department. Four localities exist where Graded Schools might be profitably established. But the tendency, owing to lack of appreciation, or knowledge of the advantages to be derived from consolidation, is in the direction of division instead of centralization.

In matters of this kind even a large majority may be in the wrong.

As no records of any kind came into my hands at the commencement of the calendar year, I cannot give the exact number of certificates now existing. One hundred and ninety seven teachers have been approbated by me—3 receiving First Grade, 13 Second Grade, and 181 Third Grade Certificates—79 have been rejected.

With few exceptions the schools in this county change teachers each successive term, and the schools plainly show the evil results of this custom.

The teachers, as a class, have been laborious and faithful. They have commanded my respect and confidence, while they, laboring in the midst of discouragements, have often enlisted my deepest sympathies. Their attainments have not reached a standard which ought to be reached; but they have tried to do their work faithfully and well. We have some superior teachers, but by far the greater number are sadly deficient in the best modes of teaching, and lack thoroughness in conducting school exercises, especially recitation. A good Normal School, expressly designed for the training of teachers, is greatly needed in this county.

In the districts where the largest percentage of the children attend school, the attendance is most regular and most punctual. In one township nearly 95 per cent. of the children attend the Public Schools. In another less than 5 per cent. of the children are in the Public Schools. A part of the localities of foreign population, especially German, very un-

wisely as it seems to me, withhold their children from *English* schools, and send them to *German* schools. In one day I visited three schools, containing 11, 4 and 3 pupils respectively and yet these districts draw public money on 498 scholars. The children were in German schools. Their love for their vernacular is commendable, and yet it is plain that the German schools thus patronized are a great detriment to the Public Schools. They ought to retain their language, since a man who can speak two languages is worth two men; but the interests of the State demand a law requiring the presence of *all* children under a certain age in the Public School, until they shall have mastered the rudiments of an English education.

Few persons, either officers or parents, visit the schools. Many teachers get discouraged because they are never cheered by the faces of those for whose children they labor, in the School room.

Only nine schools are reported as having been visited by District Boards, and only then by all the members of the Board, except when with the County Superintendent.

Meetings of School District Boards were called for conference, on the second day of the last examination, in each inspection district. Thirteen persons appeared, representing ten School Districts. But I hope the real interest in Education is more general and deep than this would suggest. I think it is.

Up to Aug. 31st, two hundred and ninety-eight visits had been made by me to one hundred and sixty-three schools, and thirty six evening addresses had been given in various parts of the county on topics of vital importance to the elevation of the schools and the more thorough education of the children.

I. N. CUNDALL, *County Superintendent.*

#### GRANT COUNTY.

A few days since I forwarded you my Annual Report. The Report is imperfect in many respects, and does the county injustice, especially in representing so many school houses as being without black-boards. I have spent many days labor upon it; but, owing to errors in the Town Clerks' reports (not one of which came to me free from inaccuracies—most of them with several columns left blank) I am unable to give you a correct statement of the facts.

I entered upon the duties of this office the first day of January, 1864, and at once began the visitation of schools. I visited upwards of fifty schools before commencing the spring examinations. At the close of these, upon the Governor's call for "100 days' men," I, for the second time, entered the service of my country, leaving the correspondence and all necessary business of the office in the hands of Mr. John J. Copp, of Lancaster Institute, to whom I would thus publicly express my thanks for his faithful services. I returned from the army just in time to meet my appointments for fall examinations, hence this past summer the schools were not visited.

**SCHOOL HOUSES.**—In the village of Boscobel there has been built a fine frame house this summer, and, perhaps, a half dozen others of less value throughout the county. Quite an advance has been made in the matter

of repairing other houses—painting, putting up black-boards, etc., and in building out-houses. The houses are yet far from what they should be—many of them being supplied with seats without backs, and in many the seats are too high from the floor to permit the younger pupils to rest their feet; and not a few have seats of such a length that from four to eight pupils sit on a seat, thus causing great confusion when classes arise to recite, and when they return again from recitation.

**GRADED SCHOOLS.**—At Platteville there are two graded schools in evidently prosperous condition. At Hazel Green there is a graded school. There are three departments in each of the three named, and in those at Platteville there is an assistant in the Principal's department. The school at Lancaster cannot yet be called a graded school: there are in it but two departments, with an assistant in the Principal's room. The number of pupils attending the school is too great to effect a grading without three or four departments. At Boscobel the school was tolerably well graded last winter, and was rapidly becoming one of the first schools of the western part of the State. Now it is under, I think, a no less efficient corps of teachers; but, I fear, their usefulness is greatly crippled and the success of the school impeded by the action of the board in creating each of the three departments a separate school. I trust, with their two excellent buildings which reflect so much credit upon their enterprising village, they may see it to be for the best to give the principalship of the whole into the hands of one teacher, thereby establishing a thorough graded school. At Cassville, Beetown, Potosi, Georgetown, Muscoda and one or two other villages, there are schools with two departments; and, I trust, the day is not far distant when they may grow into well-regulated graded schools. I think each of these villages capable of supporting such schools nine months of the year. And in each the leading citizens are alive to the importance of improving their schools.

**TEACHERS.**—The whole number of persons examined at my spring examinations was 228, of which number 135 received certificates,—2 received certificates of the 1st grade, and 133 of the 3d grade; 93 failed to receive certificates of the *third* grade, of which number I granted to 32 *limited* certificates—the standing of the candidates seeming to justify me in so doing, and the granting of such certificates being asked for by district boards where they taught. The average age of teachers holding certificates is 20 years, and their average experience 16 months; the average age of the 32 holding *limited* certificates is 17 3-4 years, and their average experience is 6 months. The great majority of male teachers in this county are now in the army of the Union—the schools are largely in the hands of young ladies, and thus a new and younger class of teachers is brought into the schools. Hence the small average of both age and experience. The number employed in the same school as during the previous year is 46. There is too great a disposition to change teachers every year, or every term—though this evil is diminishing. I have labored to convince the people that an inferior teacher even can accomplish more, if continued term after term in the same school, than can be accomplished by a succession of quite superior teachers each term. Much that is learned under one will be condemned by the next and must be unlearned. It is well to retain a good teacher when once secured. A large number have been engaged in teach-

ing during the whole year, and there is quite a number who have no other employment. But I fear the number of professional teachers cannot be large as long as no greater inducement is held out to young women and young men to make teaching a profession, though there is evidence in many parts of our county of proper appreciation of the teacher's services, in increased wages. There is every reason to be satisfied with the spirit of the teachers of this county; they show a determination not to rest content with present attainments. Many who attended the spring examinations, attended this fall also; and I may here remark, although the fall examination does not come within the bounds of this report, that they showed evident improvement in scholarship; quite a number who failed in the spring, having received *third* grade certificates this fall, and the fall examination was on more difficult questions. I have had printed upon my certificates, "Success in Teaching," intending to mark such standing upon my visits to schools.

**PUPILS.**—The general average of punctual attendance is not as high as it should be; in fact a want of punctuality I regard as the greatest evil of our schools. I am able, however, to report it an evil rapidly on the decrease. In all schools where a system of reporting to parents the punctuality, deportment, and standing in classes of pupils, at the end of each fortnight or month, has been observed, the average in all these cases has been much improved. Where the attention of parents is called to these matters, they will generally cooperate with teachers to secure the best results. There is great improvement in the general deportment of pupils. On each subsequent visit to the several schools I notice less whispering and inattention to study. During my visits last winter I made careful inquiry as to how many pupils were not properly supplied with books, slates and pencils. I found but few, comparatively, without the requisite books, but in most of the schools none but the more advanced pupils—those studying arithmetic—were supplied with slates and pencils. This I regard as a great evil. I would have all the younger pupils furnished with slates and pencils, with which to print their lessons and draw pictures—making this a regular exercise. For the same reasons I would have the blackboards made low and extend along the whole *North* side of the school room.

**PATRONS.**—I can report a growing interest on the part of parents, as shown by an increased number of visits to the schools. This is especially true of the villages throughout the county. This interest is shown, too, by an effort to secure the services of the best teachers.

6. In regard to the Township District System of school management, I would simply say that I concur in the views of the late State Superintendent of Public Instruction, as presented in his last Annual Report. In my native State I have seen the practical working of the system and can bear testimony to its success. By its adoption, I think, the number of graded schools in this county might be very greatly multiplied—giving each town one thorough, graded school, at least, nine months of the year.

In a large county like Grant, and perhaps in every county, there is needed an officer in each town whose duty it shall be to visit each school in the town once a month and report to the County Superintendent. This county contains 29 towns, three of them six by twelve miles. This is too

large a tract of country for any one man to visit often enough to be thoroughly conversant with the working of each school, there being over two hundred schools in the county.

There are in this county many children who have not entered the school room during the year. It is my opinion that the Prussian idea, that the child is the property of the State, and that it is not only the *right*, but also the *duty* of the State to educate her children, is the correct one; and I have no doubt of the propriety of a State law compelling parents to send each child, between certain years of age, to school a certain number of days each year. Every dollar expended by the State in *educating* the young, may save a large per centage of the fund expended in *reforming* the more advanced in years. Education and crime are not compatible with each other. And certainly, as a step toward this end, it seems to me well that the State apportionment of the school fund should be upon the per centage of actual attendance at school, rather than upon the number of children in the district and town.

And further permit me to suggest that the disposition of some districts to hire the *cheapest* teacher for the very *shortest* legal term, to secure the State fund, might be remedied and the best interests of the school system enhanced if all school taxes were levied by towns, or counties, or, better still, by the State.

I have not had any questions printed for either of my examinations. I have written them upon the board for teachers to answer from. This prevents any possibility of previous knowledge of what my questions are, and enables me to change them, if I find a *candidate* present who has been a *spectator* somewhere else.

D. GRAY PURMAN, *County Superintendent.*

#### GREEN COUNTY.

In making a brief report of the condition of the schools in this county, I very much regret that I cannot report more definitely on the several subjects enumerated in the circular of August last, to county superintendents. Owing to illness a part of the year, and the great number of schools to be visited, (one hundred and twenty-five) I had but little time for gathering statistics. I shall furnish the teachers in future, with blanks for monthly reports, which will assist me very much.

Notwithstanding the heavy drain upon the country of men and money, our county has steadily increased the amount raised for building school houses for the last three years. In 1862 there was raised the sum of \$1,024, in 1863, \$2,515, and in 1864, \$4,564. There have been built during the past year, five or six school houses, that are a decided improvement on the old ones, in construction and arrangement.

Of graded schools, we have four of three departments, and two of two departments each, all in a prosperous condition. There are two or three localities, where, with a little alteration of district lines, graded schools might, with profit, be established.

The number of teachers holding certificates of each grade, is as follows: First Grade, 4; Second, 3; Third, 190. Average age, 22 years. Of the number applying for certificates during the year, sixty have failed. Of the

number licensed, all but 35 have had previous experience. A small proportion of our teachers are employed in the same school as during the previous year. I think people are altogether too fond of change. The number of professional teachers in the county, is increasing. In regard to punctual attendance and deportment, we have little cause of complaint, and very little for lack of books.

As to the interest of the patrons, in our schools, I think there is little lack of that. But unhappily it is not manifested in the right direction. It is too common for people to manifest great solicitude about the manner their school is managed, and make inquiries of the pupils and others, without ever visiting the school themselves. In fact I find that in many cases the District Board has not visited the school for a whole term.

I have visited about one hundred of our schools twice and the remaining twenty-five once, during the year.

The Township System of school management, as presented in the last Annual Report of the State Superintendent, appears to me to be democratic in spirit, and calculated to produce the greatest good to the greatest number.

I have endeavored to be pretty thorough in the oral examination, and in the use of the blackboard. I have sent out a few circulars which are not now at hand.

We have an Institute or Teacher's meeting appointed at the village of Brodhead, on the 28th and 29th of December next. We should be happy to have the assistance of the State Superintendent. If he cannot come, perhaps he can send us some help, which we very much need.

W. C. GREEN, *County Superintendent.*

#### GREEN LAKE COUNTY.

There has not much been done in repairing and building school houses since my last year's report. Some of our villages, prior to said report, had put up commodious and elegant buildings, presenting all the attractions and comforts desired by both teacher and pupil. War and hard times have in a measure, checked progress in erecting such buildings as the wants of the scholar and the interests of society demand.

There have been four graded schools, of two departments each, in operation during both the winter and summer term.

The result of my examinations during the past year is as follows :

#### SPRING EXAMINATIONS.

		Grades.		
		I.	II.	III.
No. of Applicants:	Ladies 77; passed.....	0	0	59
" "	Gentlemen 9; passed.....	1	2	4
Private	" Ladies 7; passed.....	0	0	7
<b>Total.....</b>		<hr/>	<hr/>	<hr/>
		78		

## FALL EXAMINATIONS.

	Grade.			
	I.	II.	III.	
No. of Applicants: Ladies 19; passed.....	1	0	15	16
" " Gentlemen 12; passed.....	0	0	10	10
Total.....				26
No. of District Certificates given during the year.....				4

Of the number who received Certificates, 64 have been employed in the county prior to the examinations referred to above, of whom 40 at least, will be employed in the county the coming winter.

The general average of punctual attendance of pupils upon school, is not as large as last year, it being about ten per cent. less. This is caused by pupils having to stay away from school to fill the places made vacant by the absence from home of fathers and brothers who have entered the army. Though there are many unfavorable circumstances, our schools are steadily prospering. While some of our teachers are making every sacrifice for the good of the cause in which their profession leads them; there are others, who spend no time beyond what the law requires, they attend no Institutes, visit no schools, take no Journals of Education, and some will even commence their schools without taking the trouble to first obtain a certificate.

The snow-blocked roads, and the stinging cold of last winter, prevented me from visiting more than about three-fourths of all the schools in the county. The dusty roads and heat of summer have also been obstacles in the way of visiting schools, and seven received no call from me.

I shall hold my Institute at the village of Dartford, commencing on Monday, October 31st. We hope to have an interesting time, and shall, if all will attend that have promised to be present.

N. C. Hoyt, *County Superintendent.*

## IOWA COUNTY.

(NO REPORT.)

## JACKSON COUNTY.

(NO REPORT.)

## JEFFERSON COUNTY.

In submitting my Supplementary Report, I have to regret my inability to give all the information desired, as time spent in Dixie does not aid materially in collecting school statistics at home.

Three school houses have been erected in this county during the past year—all brick—comfortable buildings, and in some instances well planned. I have rendered what assistance I could in their arrangement, in order to have them comfortable and convenient, and in accordance with better styles of school architecture.

There is a great lack of information on this subject that needs the prompt attention of educational men. Within the next ten years more than half of our school houses must be rebuilt.

The ideas of the people on this subject are mostly formed from the rude, ill-planned structures of their school-day experience, but poorly calculated to meet the wants of the present age. A series of plans adapted to the wants of our district schools, laid before the public by means of some cheap publication, or through the columns of the Journal, with a thorough discussion of the principal points of school architecture, would be of great value. A blunder in the construction of a house now must be endured for years, to the disadvantage and annoyance of all parties concerned.

**GRADED SCHOOLS.**—We have in this county four schools that have the form of gradation, and more or less of the essentials, viz:

Fort Atkinson, four departments.

Lake Mills, three departments.

Palmyra, three departments.

Jefferson, two departments.

They lack, however, in a greater or less degree, that definite order of studies and classification, on which the success of the graded schools in a great measure depends. I think they are improving in this respect, and it needs but time to produce the desired results. Palmyra and Fort Atkinson have fine buildings, well adapted to their necessities, reflecting great credit upon the places, and speaking well for the educational spirit of the citizens.

The other two places are sadly in want of appropriate buildings. They feel the need of them, and, had it not been for the interference of the war, one of them, at least, would have been erected ere this. Hebron, Cold Spring and Rome maintain two departments a portion of the time. Each of these places could support a good Graded school much to their advantage.

**TEACHERS.**—During the past year, I have examined 309 applicants for certificates. Of this number 6 received second grade, 158 received third grade, 46 received limited certificates, and 99 failed. Of the limited certificates, 27 were given on account of private examinations and various causes other than low standing. The average age of the 80 licensed this Fall is 20 1-2 years. The average experience as teacher is 4 1-2 terms, 12 had never taught, and 13 but one term.

Although the standing of our teachers is lamentably low in the studies required by law, yet the great failure of our teachers is not so much on account of ignorance of the subjects taught, as in knowing how to teach them; or, in other words, normal education is needed. I am trying to obviate this as far as possible by means of Teachers' Meetings, but, of course, can accomplish but very little. Where is that State Normal School?

The general deportment of our pupils is a matter of grave importance. In many localities the good behavior of the children is commendable, while in others a feeling of lawlessness prevails, that shows that Young America is sadly in need of wholesome restraint. It is a subject too much neglected by teachers, and seemingly almost ignored by parents. The education of the street more than neutralizes that of the school-room, even when that

is what it should be. It is worthy of note, that where our best schools and teachers are, there is the most healthy moral tone of the youth.

Our schools this winter are taught mostly by females, there being about 20 male teachers in the county. Ten years ago it was considered almost an impossibility for a female to teach a winter school. Necessity has compelled a change that custom was slow to admit, and since it has been discovered that brains and not muscle govern people, females have succeeded well in our winter schools.

I accept it as a fact that hereafter female teachers will conduct our district schools. Nor do I regret the change, if it will (as I think) have the effect to do away with the habit of changing teachers for each term. This evil was the natural result of the old plan of employing different sexes for the different seasons. Let our school terms be so arranged as to give our female teachers nearly constant employment. Give them inducements to fit themselves especially for the profession, and we shall not lament the change, especially if the township system be adopted. From this course, we may expect to gain some of the benefits of uniformity and classification in our schools. The people are slow to give up old habits and systems, but many see the benefits of the new plan, and we may yet hope for its adoption.

J. K. PURDY, *County Superintendent.*

#### JUNEAU COUNTY.

I submit the following brief report, covering, I trust, the points upon which you solicit information :

SCHOOLS.—The whole number of schools in operation during the winter of 1863—4 was sixty-nine, of which number sixty-two were visited by the undersigned, with a view to ascertain the condition and wants of each school, advise with teachers, encourage pupils, and if possible, arouse parents and school officers from their apparent indifference, to a lively interest in the numerous and important duties devolving upon them, and to gather matter for timely comment.

Five schools closed before the expiration of the terms : three on account of sickness, one on account of petty grievances between teacher and patrons, and one by the mutual agreement of both parties. The state of the roads prevented my visiting the remaining two.

During the past summer seventy schools have been in operation, nearly all of which were visited.

There have been 24 male and 123 female teachers engaged in our schools the past year, and with few exceptions I have found them earnest in their labors, and well qualified for the duties of their vocation. I have observed with much satisfaction the tact with which many of our teachers excite the interest and arouse the attention of their pupils. Yet some have interrogated me in the following language, “ What shall I do to interest my charge ? ” And here let me say that no general rule can be given : even a multiplicity of rules would fail to reach every case : the minds of children differ, and what will interest one may utterly fail to awaken the least degree of interest in another, or what will interest the pupil under certain circumstances may prove futile under different circumstances, or the same

means when employed by one teacher may excite the liveliest interest in the pupil, and fail to attract even the slightest attention when employed by another. Yet there are various ways of securing this important object, and every intelligent teacher who can judge with any degree of accuracy of the nature of children can devise some means to interest and secure the attention of his charge, which is a very important point to be gained, and absolutely necessary to the success of every school.

**SCHOOL HOUSES.**—I cannot speak in very flattering terms of our school houses and school furniture, though we have some *very good* school houses, yet we have many *very poor* ones. Every school house should be erected and arranged with due regard to physical, mental and moral health, comfort and convenience. But a number of our school houses (and that number is not as small as some may suppose) are entirely destitute of all these essential elements, evincing on the part of patrons and school officers a want of interest in the rising generation amounting almost to criminality. Some are very open, others too small to accommodate the pupils that attend, others destitute of the means of ventilation, many are poorly and improperly seated; in several the seats are all of the same height adapted to a very few of the larger pupils, while the majority must sit with their feet dangling from three to five inches above the floor; a few are destitute of black-boards, and a very few are furnished with outline maps and globes. One school house of respectable dimensions has been built during the year, and another is now in process of completion.

**GRADED SCHOOLS.**—We have three graded schools: two with three departments and one with two. The former maintain ten and the latter eight months school in the year. We have one more district in which a graded school should be established, as two teachers are usually engaged in the school, which numbers about one hundred pupils.

**TEACHERS**—At the spring examination 105 candidates for the teachers office presented themselves, of which number 75 were successful: three receiving first grade, eight second grade and sixty-six third grade certificates. About 20 were employed in the same schools as during the previous year. About one-half of the number who have been engaged in teaching during the past year make teaching their principal business: very few have taught the whole year. I am unable to give you the average age and experience of teachers.

**PUPILS.**—The whole number of pupils who attended school during the winter as indicated by the register was 2082, the whole number present at the time of visitation was 1178, giving about fifty-six and one-half per cent. as the average attendance of the pupils registered, which is quite small, yet we do not regard this as a very discouraging item, when we take into consideration the exceeding cold weather and deep snow, which in sparsely settled districts has kept the roads completely blockaded for weeks at a time, rendering it almost impossible for the school house to be reached even by the largest pupils. And yet on account of the limited time in which to perform my work I managed to visit schools under these unfavorable circumstances when it could not possibly be expected that the schools would be anything like fairly represented. Still the average attendance has been much smaller than it should be. Tardiness, the twin evil of irregular attendance, has detracted much from the interest of our schools,

and it will require the combined effort of teachers, parents, school officers and all who are interested in the welfare of youth to eradicate these evils. The whole number of pupils who attended school during the summer, as indicated by the register, was 2081, the number present at the time of visitation was 1494, giving about seventy-one and one-third per cent. as the average attendance, which is a respectable increase upon the winter attendance. The general deportment and progress of pupils have been such in many instances as to elicit from me a word of commendation; few instances of insubordination have occurred—none of a serious character. I found the schools much better supplied with books than I expected to find them.

**PATRONS.**—Our schools do not receive that attention and encouragement that they should from patrons and school officers. In a few instances I have prevailed on school officers to accompany me to the school room, and on one occasion found a school officer there on my arrival—a rare and pleasing sight—an officer in the school room without solicitation. Yet I hope to see many such sights during my intercourse with schools, for truly they are like “apples of gold in pictures of silver.”

*Geo. P. KENYON, County Superintendent.*

#### KENOSHA COUNTY.

In compliance with your circular of Aug. 22d, 1864, I have the honor to transmit you the following supplementary report:

I entered the service of my country for one hundred days, commencing May 17th, 1864, and therefore was unable to visit all the schools in the county during the summer term.

From reports received from teachers, I believe that most schools have been well conducted, and that extra efforts were made on the part of teachers to discharge their duties faithfully.

1. *School Houses.*—There have been no new school houses built in the county during the past year. There are many districts that need new houses; and it is to be hoped that parents and patrons will awake to the importance of commodious rooms, well ventilated and comfortably seated.

2. *Graded Schools.*—We have one graded school, as per last report. Probably in many districts a graded system could with propriety and profit be adopted. I believe the graded system the only one that will secure a thorough course of elementary training.

3. *Teachers.*—I have examined one hundred and fifty-three Eighty-five hold a third grade and seven a second grade certificate.

Some six or seven have been employed in the same school the previous year.

The most of our teachers are females, who teach the entire year, and have no other occupation—the young men having gone in defence of the “dear old flag”—thus making it a necessity for the schools to be taught by females, or to be closed. Many are young and inexperienced, and this coming winter it is to be feared that some schools will not be in operation in consequence of the want of qualified teachers.

4. *Pupils* —The average of punctual attendance is some eighty per cent.

General deportment, ninety-three per cent.

Most schools are supplied with suitable text books.

5. *Patrons.*—There is a general apathy and neglect on the part of patrons in regard to visitation of schools.

This may be in part owing to the greater interest taken in our country's struggle, and yet it can in no wise be excused.

6. *Township System.*—Judging from conversation had with leading educational men in the county, I think that the present system is generally preferred.

7. *Miscellaneous.*—We have held an Institute in this county for two weeks, under charge of Prof. S. D. Gaylord, of Sheboygan High School. Everything passed off pleasantly, and we hope profitably, with an attendance of thirty-seven.

Lectures were delivered by F. Newell, Esq., Prof. Gaylord, J. M. Kellogg, Esq. and Hon. A. Van Wyck.

I would suggest that we need some "material aid" from the State, for the support of Institutes. Also, if the county Superintendent is obliged by law to hold an Institute each year., there should be some preference given to such as attend, or some other means devised to secure an attendance of those proposing to teach.

Is it true that teaching our youth is of so little importance that it needs no preparation?

In conclusion, viewing our schools from our present stand point, although they are not all we could wish in point of qualification of teachers and experience, yet we can see a commendable progress in the direction of a demand, on the part of the people, for higher qualifications, and a desire to make our free school system one of true development for the youth of our land, in all that pertains to the practical duties of life, as a citizen and as a man.

R. GRAHAM, Co. Supt.

#### KEWAUNEE COUNTY.

(NO REPORT.)

#### LA CROSSE COUNTY.

My labors date from January last.

One new school house, all told, has been erected in the county during the year. A little patching of old ones has been observed in a few cases, but improvements generally, may be set down under the head of "nix." Districts No. 1, Farmington, No. 2, Barre, and No. 3, Jackson, have been severely threatening to build new ones for a number of years. The two first named districts would do entire credit to themselves by executing their threats right speedily.

There are two graded schools proper, in the city of La Crosse, of three departments each, and one of two departments in the town of Onalaska. Our people here made a foolish mistake at the start, in locating one large school building in the south part of the city and the other in the north. The consequence is, they have no central building, and no graded room above the Grammar department.

Some hundred scholars in the village of North La Crosse, are cooped up in a single room, say 16 by 24. They must expect "miserable schools" till they double up their school room.

The average attendance in the country schools during the winter, was seventy per cent. and during the summer, sixty-eight per cent. The attendance in the city schools averages seventy-eight per cent., making a general average of seventy-two per cent., against an average of seventy-eight per cent. the year previous. The difference of per cent. is wholly accounted for by the fact that so many children have to take the place of older brothers, and fathers, who are off to the tented field.

With, perhaps, half a dozen marked exceptions, our county schools have been kept fairly in hand, and well ordered during the year.

I renew no certificates to teachers who mark up as failures in the government of schools.

Text books abound in troublesome variety, in most of our districts. Our system of multiplied reading books, adapted to graded schools, works very viciously in our miscellaneous country schools. I have endeavored to talk up the great worth of *slates* in the equipment of all scholars, and the great use of *black-boards* in the illustrations of the school room.

Our school houses very rarely attract visitors. This fact is to be attributed to the general dullness of our school methods, and to the lack of interest in patrons, who are presumed to have more important business at home. I am seldom able to get clerks of school boards to accompany me in my visits to their schools. Just *then* they have pressing calls elsewhere.

During last spring I issued fifty-eight certificates, eighteen of which reached the third grade! the balance of forty being limited. My third grade standard was sixty per cent. Some nine or ten of this grad<sup>n</sup> marked as high as ninety per cent. Without doubt, they could have achieved a higher grade. For the common district school, I am particularly pleased with a high-marked *third grade* certificate. Two grades of certificates for the common school branches would, I think, be a decided hit and improvement upon the present division.

During my fall examinations, I have given thirty *third grade* certificates out of forty-seven issued; showing a handsome chalking up from last spring.

I am not posted enough to give any opinion upon the township district system. It would seem to work admirably in older, thick settled counties. I am not sure of its amounting to much hereaway.

The chief trouble with our teachers in this region, is want of *pulse*, and a knowledge of the *best method* of teaching. I am trying to work up betterments in this respect.

F. A. MOORE, *County Superintendent.*

#### LAFAYETTE COUNTY.

The general condition and advancement of schools in this county are slowly on the improving scale. There have been six new school houses erected during the past year, at an aggregate cost of about \$3,730. The expenditure for maps, charts and globes has been \$124. Most of the towns, however, are lamentably deficient in these matters.

The number of graded schools in the county is four—three with two departments, and one with four.

The number of teachers examined the past year is 178, of these eight received first grade, six the second grade, and six special certificates for particular districts, running for six months. There were during the year fifteen candidates for certificates rejected.

The general average of attendance of pupils not as great and as punctual as could be wished, but will compare favorably with previous years. One of the great causes of non-attendance is scarcity of labor. There is one improvement beginning to be noticed, which is very advisable in all schools, to retain the same teacher for a succession of terms, which is very obvious to every one at all posted in teaching. Teachers' wages have advanced somewhat in the county, but nothing in ratio to other kinds of labor or employment. The greatest drawback to advancement in that respect lies among the teachers themselves; there being such a mania for school teaching among the young females (to whom now nearly all the teaching is confined) that they underbid each other in their anxiety to obtain situations. To overcome this, we have endeavoured to raise the standard to keep the supply down to the limit of demand as near as possible, for I am satisfied, that the wished for good results of our common schools will not be realized till we can, as a people, make school teaching a profession, and pay for it as such.

Again, men are taught no one thing as effectually, in any other manner as through the pocket. And the fact of our common schools having been so cheap, is one great reason of their small estimate and universal neglect by the people.

The visiting of schools by patrons is generally too much neglected, but by agitating the subject frequently, a better state is in some few towns beginning to manifest itself. Not to carry this to an improper length, I will close by saying, that after considerable thought upon the matter, I am convinced that the proposed plan of the township system is the best calculated to meet the wants of the people in school matters of any known.

GEO. W. LEE, Co. Sup't.

#### MANITOWOC COUNTY.

Herewith I enclose you my Annual Report for Manitowoc county, and in doing so, very much regret, that the short time I have held the office will preclude me from making any extended remarks as to the condition of our schools.

I made many endeavors last winter to visit every school in the county which was in operation, but the heavy snow drifts, which blockaded nearly every road in this section of the State for weeks, prevented me from seeing many of them. But few schools outside of the villages have been kept during the summer season, and those were very thinly attended, owing to the scarcity of help among the farmers.

As a general thing, our school houses are good, but I regret to say that many are entirely unfit for the purposes designated. There is, however, much palliation for this fact, when it is known, that this county is heavy timbered land, and not easy of cultivation, and that many of our people

are yet poor, it being only three or four years since the county itself has been independent in its resources for home consumption. Every year, however, we see the old log house torn down, and the frame school house erected in its stead, and from what I know of our people, I am certain that the movement will continue, until, within a short time, the people of Manitowoc county will prove themselves to be as liberal in this respect as any other locality in the State.

Since the first of January last, I have granted seventy-four third grade certificates to teachers. Although there are many entitled to first and second grade certificates, no application has yet been made to me for either. Our teachers, I think, will compare favorably with those of other counties of the same population.

In my next Report, I hope to be able to give you more full and satisfactory statements.

JEBE. CROWLEY, Co. Sup't.

#### MARATHON COUNTY.

I send you a brief statement, covering the points upon which you solicit information. There has been one substantial and quite handsome log school building erected within the past six months, the expenditures for which will be about three hundred dollars. In addition to this, one or two temporary structures have been erected in newly organized districts during the past spring, with no black boards, and no conveniences for school purposes, they are now standing in an unfinished condition, consequently, are unfit for winter use.

There is but one graded school in the county, it having but two departments; it is an excellent, large, well built and commodious three story building. The entrance is in the middle of the end which faces the street. On the left of the main entrance is a well arranged flight of stairs leading to the second floor. This entrance is designed for the girls, and there is one on the right correspondingly constructed for the boys; the rooms above are well arranged, and are convenient for class rooms, library, apparatus, etc.; the rooms are well lighted and ventilated, and seats of the most approved style. The building has been much improved this summer by surmounting it with a simple, but handsome cupola, which is designed for a bell. The cost of the building is \$2,100, including this season's improvements.

Only one district in the county has been supplied with outline maps, and no school in the county is furnished with any apparatus.

The general average of punctual attendance, general deportment, and progress made in studies, has been somewhat higher than during the previous year. Though there is increased public interest in the cause of common school education, it is a matter of regret, that parents and guardians, and even school officers, are so seldom seen in school rooms.

We have much reason to be thankful, amid all the inconveniences subject to thinly populated counties, that the schools of this county are generally gaining in the estimation of the public.

The attendance of pupils has been quite respectable, but by no means what it should and would have been had it not been for the uncontrollable

effects of two epidemics, visiting the various neighborhoods of the county during the spring and summer months, very much diminishing, and in some instances almost destroying interest in our schools for a time.

The schools of our county are steadily improving in interest, order, and methods of teaching and study. The intense interest of our people in the war, has diverted somewhat their attention from the public schools, but rarely has a term been shortened or the necessary means curtailed. The enlistment of so many teachers and scholars in defence of their country, speaks loudly in favor of common schools as a means of preserving law, order and the Republic. Decided improvements can easily be noticed. Marathon county has a number of teachers ardent for self-improvement, zealous in their occupation as teachers, and cultivating a friendly intercourse among themselves, proving that a professional spirit is awake among them. I can certainly feel proud of them, and feel only sorry to state, that several of them, endowed with natural faculties as teachers, and well qualified in regard to experience and education, are about to leave the county in consequence of being offered higher wages abroad, or are taking leave to start private schools in villages.

Teachers are too frequently changed. Out of forty districts only one was hired for more than one term.

The standard of qualification is as high as recommended by the convention of county superintendents, as a minimum.

Sixteen have been examined by me and received third grade certificates; as regards their qualifications, compared with those who taught last year, there has been a decided improvement. Four made application but were rejected, making in all nineteen.

M. DeCOURSEY, Co. Sup't.

#### MARQUETTE COUNTY.

During the school year ending August 31st, 1864, we have had one hundred different schools; of this number, forty-nine were winter, and fifty-one were summer schools. There have been employed during the year eighty-three different teachers, of which number there were ten male and seventy-three female teachers. At the present time there are seventy-five persons holding certificates of qualification to teach in this county; of this number, there are fifty-one third grade certificates, one of the first grade and twenty-three limited (as to length of time) certificates. The latter were granted in many instances to teachers living in other counties, and who were not aware of the time and place appointed for public examination.

Our teachers are nearly all employed in teaching during both the summer and winter terms; their average experience is not accurately known, being probably not far from three years.

There have been no school buildings erected in the county during the year; appropriations, however, have in two instances been made for that purpose. The school building which was in process of erection in district No. 1, Buffalo, has been completed. In several instances school buildings have been repaired and now present a much more comfortable appearance than before.

There are but three graded schools in the county ; each of these schools has two departments, one for the larger and the other for the smaller pupils. There are five districts which, to a limited extent, might be graded, provided suitable buildings could be furnished.

During the year there have been one thousand four hundred and ninety different pupils in attendance at the public schools in the county. During the year previous, or the year ending August 31st, 1863, there were attending the same schools two thousand three hundred and sixty-two pupils. These figures indicate a loss in attendance for the year past of eight hundred and seventy-two pupils; or an amount equal to more than one-half the entire number of those in attendance. This loss is to be accounted for by the removal of some from the county, and the effect of the national struggle upon the schools, taking the larger boys from the schools to fill up the ranks of the army, and keeping others at home to fill the places of absent fathers and brothers.

The attendance of those who now attend school has been, for the most part, quite as good as could reasonably be expected, considering the deep snows and the inclement weather of last winter, and other causes during the summer term.

All the schools are supplied, for the greater part of the pupils, with suitable school books; the want of uniformity, however, is quite a serious obstacle to successful improvement.

Nearly all the schools have been visited twice during the year, and the evidence of improvement on the part of both teachers and pupils has been seen in very many of the schools. Our schools, however, are not what we had hoped for under more favorable circumstances. At the present time, embarrassed as we are by the effects of the war, we can only expect with reason to be able to hold our own and maintain our usual number of schools, without making much decided improvement.

With regard to what is called the Township District System, I can only express an individual opinion, and for our county only. At the present time, and under our present circumstances, I do not consider it would be adapted to the wants and necessities of our schools, though perhaps a part of the system might be adopted by so modifying it that a central school for the education and training of teachers and others might be located in certain defined districts, which, in some instances, might embrace several towns. But in the newer and thinly settled portions of the State, of which this county forms a part, it would be too burdensome, if it were practicable, to make the entire change contemplated in this system.

Suggestions connected with the wants of the schools being requested, it may not be wholly out of place to notice the want of suitable libraries for our district schools. This want is being felt sensibly in some localities. Of the usefulness, and in fact the necessity of having such libraries, it ought not to be necessary to speak; but if there are any doubts as to their utility, and the wide spread influence that would be exerted for and in behalf of the cause of education and the good of the people at large, we have only to notice the fact that the libraries furnished the people of the State of New York have long been considered as second only to the public schools themselves in promoting education and in the diffusion of useful knowledge.

How such libraries could be provided, and the proper time for Legislative action upon the same, are not within the province of this report to determine. The only points to consider at this time are whether our youth, who are soon to take the place of those in active life, can be fitted for the duties soon to devolve upon them unless suitable provision of this kind be now made for their mental and moral improvement; and whether any more potent influence than that of the library can be used to effect the desired object. With these few remarks the above is respectfully submitted.

BENJ. F. HOOD, *County Superintendent.*

MILWAUKEE COUNTY.—(FIRST DISTRICT.)

(NO REPORT.)

MILWAUKEE COUNTY—(SECOND DISTRICT.)

I herewith submit the following brief report of the condition and prospects of the schools in this district:

**SCHOOL HOUSES.**—These, as regards comfort, are in some instances, far short of what they should be: but in consequence of the unsettled state of national affairs, and the present high rates of labor and material, no new ones are being built this year, though it is a commendable fact, that in a majority of cases, the old ones are being thoroughly repaired and put in as good order for the winter term as the most sanguine might expect.

**GRADED SCHOOLS.**—We have no graded schools. On account of our proximity to the city of Milwaukee their necessity has not yet become apparent, yet there is a growing demand, and ere long the necessity of their introduction will become obvious to the people of this district. There might be profitably established a Graded School in District No. 2 or 5, in the town of Granville, and thereby mutually accommodate the advanced children of adjoining districts.

**TEACHERS.**—The number of persons examined was 49, of whom 38 received certificates: 4 of whom received certificates of the second grade, 33 received certificates of the third grade, and one limited certificate was granted. Only five are retained to teach where they taught the previous year. In this respect district officers are frequently in fault, as much time is lost in children becoming acquainted with teachers, and teachers with the capacity of pupils. Of the number employed in teaching in this district, but four depend upon teaching as their only vocation.

**PUPILS.**—My notes taken during school visitation, do not show an increased average of punctual attendance. The only reason I am able to assign, is the scarcity of help among our farming community. In general deportment and progress in study of pupils, the advance is correlative with the awakening enterprise of teachers, and the very flattering interest manifested by parents and patrons. I am sorry, however, that school district officers do not pay that attention to the visitation and needs of our schools, that the law designs they should, but in my opinion this dereliction of duty, on the part of district officers, can only be obviated by the introduction of the “township district system;” then, and only then, will our school system be perfect in all its workings.

EDWARD TOBIN, *County Superintendent.*

### MONROE COUNTY.

The number of school houses built during the year is but two, owing to the pressure of war taxes, and matters connected with the war. The one building at Tomah (yet incomplete) will be a most substantial and well arranged modern school house. Quite a good deal of improvement has been made in those already built.

2. The number of persons holding certificates is 139, third grade. No second or first grade certificates have been issued. Three limited certificates have been issued—last year there was 41. Out of this 142 teachers 120 have no other avocation, and teach summer and winter.

3. The general attendance of pupils during the year averages about 69 per cent. General deportment has been much better than it was last year. By my teachers' monthly reports, during the summer term the average deportment was 87 per cent. The number who are not properly supplied with books is very small indeed.

4. There is great carelessness manifested by the patrons in not visiting the schools. I have endeavored to produce a change in this respect. I think that about one in five of the parents visit the schools. I have visited 130 different schools during the past nine months.

It is my deliberate opinion that the plan proposed for a township district system (or some similar one) would work incalculable benefit to the common school interests of the State. Take Monroe county for instance. It is an impossibility for one man to thoroughly superintend the schools in this county; I find it more than I can do to visit each district during every term of school, and therefore the watch care that I ought to bestow upon the schools is wanting. With a township district system the "educational committee" would supply the lack. This is but one of very many advantages that would accrue. I am most heartily in favor of the proposed amendment to our common school system.

J. S ANDERSON, *County Superintendent.*

### OCONTO COUNTY.

(NO REPORT.)

### OUTAGAMIE COUNTY.

(NO REPORT.)

### OZAUKEE COUNTY.

(NO REPORT.)

### PEPIN COUNTY.

There are in the county, twenty school houses, or buildings that go by that name. Besides these, we have hovels, shanties and deserted houses which have been used the past year for school houses, making, in all, about thirty. The latter class of houses, or shanties, are generally in newly

formed districts, and in many cases, preparations are being made to substitute in their places, good and suitable buildings ; there has been only two or three built during the past year. The improvements in those previously built, are scarcely worth noticing.

There is one graded school in the county. We have established a graded school in Durand, which was very much needed. This district numbers 160 scholars, who heretofore have been huddled together in one house and until last summer, under one teacher. I am happy to say the people are waking up to this matter. There are other districts where this might be done with great advantage. The Pepin district and Waubeeek, both demand graded schools to accomodate the great number, and great diversity of scholars.

I have examined 45 applicants, 32 of whom passed, two receiving first grade, three, second grade, nineteen, thir: grade, and eight limited certificates. The policy, as regards teachers, is hap-hazard and irregular in this county. Number teaching the same school as last year, *one* ; there are six who have no other employment. Average age of teachers, 19 ; experience, from one to two terms ; but the greater part of the teachers during the past year, were *beginners*.

The attendance of the scholars, as a general thing, is very irregular—parents do not seem to appreciate the importance of having their children attend *regularly* and *punctually*, allowing them to be absent or tardy on the most frivolous excuses, thus fostering habits of shiftlessness which will tell wofully on the future prospects of manhood. The general deportment of our schools is as good as could be expected under the circumstances, but in my opinion, we have swung from one extreme to the other; if in former times the rigor and discipline of the school room was too severe for the youthful nature, they have in these latter times become too lax. In my visitations, I found but very few who were not properly supplied with books. The greatest deficiency consisted in the want of mental Arithmetics, but as soon as the wants were made known, as a general thing, they were promptly supplied.

The indifference of the patrons is somewhat astonishing. They seem to think that if they vote money and hire a teacher, their duty is done. In a large majority of the districts in the county, not a visitation from the board or patrons, during the whole term, and sometimes from one year's end to another. I find, that when this indifference is manifested in a district, the teacher soon catches the same spirit, and then it is communicated to the scholars. But in districts where the board is awake, and the patrons alive to the interests of the school, it infuses the same spirit of watchfulness and energy into the teachers, and often makes a sharp, zealous teacher of one who would otherwise be dull. From the law of influence and association, this indifference of the board and patrons, often moulds the energetic teacher into the same indifference, inperceptibly.

I think the township district system will be a great improvement on our present system, and hope the time is not far distant when it shall be adopted. It will soon bring about the establishment of graded schools, the want of which every educator plainly sees and feels.

Our graded school in Durand is now in full operation ; the intermediate and higher grades are instructed at the Durand Academy, which is doing

a great work in disseminating knowledge and preparing teachers for teaching.

Many children in this county are growing up in ignorance, ignorant of the very rudiments of education, reading and writing, and in some instances are permitted to grow up in this unfavorable condition, simply because they don't "love" to go to school. Where parents are so indifferent to the welfare of their children, and the good of society in general, I think our legislature ought to take the matter in hand, and oblige every child in the state to acquire a certain amount of education, as they do in Prussia, Germany, and many parts of Europe,

*JAMES R. HANAN, County Superintendent,*

#### PIERCE COUNTY.

(NO REPORT.)

#### POLK COUNTY.

Our county is new and thinly settled. Many of the people do not properly appreciate the free school institutions of our state, yet with a little extra effort I have been able to get up some interest in some localities. In my last visit to the schools I delivered an address to the people of each district, where we could get out an audience, which, I think, has had a good effect.

In comparing the present condition of schools with that of one year ago, I perceive a marked difference for the better. There has been but little improvement made in regard to school houses; only two or three log school houses of small dimensions have been built.

In a great many districts there is a sad deficiency of outline maps and apparatus which might be obtained, and ought to be. We also need a graded school in the village of Osceola, which I hope we will succeed in getting before another year. We have also to complain that we have never yet had a visit from the State Superintendent.

*R. H. CLARK, County Superintendent.*

#### PORTEAGE COUNTY

The existence of civil war in our nation, drawing as it does so largely upon the material resources of the people, must be expected to operate adversely to the interests of education in all parts of the country to a greater or less extent.

One of the first effects of the war upon these interests, one would readily suppose, would be the refusal, upon the part of the people, to make the necessary appropriations for the support of schools. So far as this county is concerned, it is gratifying to be able to state, that the appropriations for educational purposes are steadily increasing from year to year, notwithstanding the fact that no county in the State, I dare say, has done more, according to its ability, to sustain the government since the commencement of the war.

These appropriations, however, fall far below what they ought to be.

and do not keep pace with the increasing wants of the county in this direction.

Among the great wants of the county at the present time are comfortable and peasant school houses. Although some districts have exhibited a commendable liberality in the erection of school houses, there are many others to all appearance equally able with the former, who send their scholars to schools kept in hovels of various valuations, from fifteen to one hundred dollars.

According to the reports of the town clerks to this office, there are in our county two school houses valued at \$15 each; one at \$16; one at \$20; one at \$50; one at \$25; three at \$75 each, and five at \$100 each. Some of these so-called "school houses" are situated in districts inhabited by people who, I am inclined to think, would feel very uncomfortable if their horses and cattle had no better buildings to shelter them. Not being willing to subject myself to a prosecution for slander, and to the disagreeable necessity of "offering the truth in evidence," I refrain from pointing out the districts above referred to, hoping that this allusion to the fact, if it should ever come under their notice, will induce a train of reflections that will result in their determination to erect such houses for the education of their children as will prove to the world that, in their opinion, they have not discharged their whole duty to their country, whose free institutions are dependent for their perpetuity upon the intelligence and virtue of its citizens, until they have placed within the reach of all the children of their district, such means of mental and moral culture, as will, if improved, prepare them for the great duties that must eventually devolve upon them.

I am aware that it is not my especial province to suggest legal remedies, but I will hazard the assertion, that if parents were compelled by law to spend only three hours each week in the school house where their children spend six hours each day five days in the week, cold and cheerless school houses would soon disappear.

Another thing I would notice with regard to the people of our county in general, is their want of an every-day manifestation of interest in their district schools. Many appear to think that when they have voted a sum of money for the support of schools they have done their whole duty. This is a grave error, and one which does its part in decreasing the efficiency of our schools. Every parent should frequently enquire of his children how they are getting along in their studies, and ascertain what their progress is. As one means of doing this he should visit the school in which his children are receiving their education at least once a month, and as much oftener as he can. The good effects of such a course are so obvious that it appears to be unnecessary, even if my limits permitted, to attempt to show them. Yet how few ever set their feet inside of a school house as visitors. And among those who do sometimes visit the school, there are some whose visits are "few and far between." Every person ought to know from personal observation how the school prospers; whether the teacher does his duty; whether the scholars are correct in their deportment and are progressing in their studies; and especially whether that moral support is given to the teacher which ought to be given to enable him to get along pleasantly in the government of the school.

The people of this county do not visit their schools enough; they do not appear to think enough about them, and hence they, in many instances, fail to secure the amount of good from their schools that they ought to get, considering the money expended in their support. But while it is true that educational matters, in some aspects, are not what they should be, it is encouraging to know that it is not all dark.

Among the encouraging features they present, it gives me pleasure to be able to say, that it is the desire of many of the teachers of our county, to avail themselves of all the opportunities which present themselves, in order the better to qualify themselves to discharge the duties of their responsible calling. Their attendance upon teachers' institutes, associations and normal schools, their perusal of educational works and educational periodicals, added to their own experience, has enabled a goodly number of them to take a respectable position in the educational corps of the State. But candor compels me to admit, that there are still some among us, who call themselves teachers, and whom necessity compels us, sometimes, to employ as such, who appear to have no consciousness that there is a higher excellence in their avocation to which they should aspire. Hence we find them employing their leisure time in poring over some trashy novel, or studying a fashion plate, rather than something calculated to make them better teachers. It should be the ardent prayer of every good friend of education, that this class of teachers (if ladies) would soon get satisfactory offers of marriage, quit teaching and "settle down;" and if gentlemen, that they should very soon discover that they had mistaken their calling. As the value of our schools depends so much upon the efficiency of our teachers, it is to be regretted, that more effective legislative provision has not been made in our State for the establishment of normal schools for the education of teachers. Such schools located in such parts of the State as to enable those who are preparing for the profession of teaching, to attend at small pecuniary sacrifices, would do more to raise the character of our common schools, than could possibly be accomplished by the same expenditure in any other direction. It would enable the State in a short time to supply its schools with teachers, not only qualified in literature and science, but also well "posted" in the philosophy of teaching.

This county is at present divided into four inspection districts, in each of which I have held two meetings for the examination of teachers. During the year I have issued 86 certificates in all, 14 of these were second grade, and 72 were of the third grade. There are four first grade certificates in force in the county, issued by my predecessor, making in all 90 certificates.

I was relieved from the duty of holding an institute by the enlightened policy of the State board of normal regents, who sent us their agent, who continued with us almost two weeks, and succeeded, we trust, in doing a good work for the cause of education in this county. The good attendance of our teachers, and the interest they manifested augurs well for the future of our schools. I cannot but think, that the last year has been one of substantial progress to our schools, and although to a casual observer it may scarcely be perceptible, it is, nevertheless, real, and sufficiently encouraging to induce us, as teachers and school officers, to go on hopefully in the good work.

I have, during the year, visited officially every school in the county, with a few exceptions, once a term. Those exceptions were mainly on account of the fact that the terms of these schools were so short, that I could not get around before they expired.

W. R. ALBAN, *County Superintendent.*

### RICHLAND COUNTY.

The general state of our schools is encouraging, although there are many improvements needed, and the supply of fully qualified teachers is too small.

There have been five new school houses built during the past year. The old ones remain *in statu quo*, if not "a little more so."

We have had but two graded schools. There are two or three other districts where they might probably be established with benefit, could the people be convinced of their ability to support them.

The whole number of applications for certificates during the year has been 188, of which 180 have been granted: two being of the first grade, one of the second, and the remainder including regular third grade certificates, district certificates, and certificates granted on special petition from district boards. Many limited certificates have been rendered necessary by two causes: 1st. Not more than fifty per cent. of the applicants passed in *every* branch. 2d. The demands of the districts could not otherwise be supplied.

The number of certificates now in force for the coming winter is but ninety-three.

Some of those teaching under district certificates have by their tact, faithfulness, and ability to teach what they know, given marked satisfaction to their patrons.

The general average of attendance on the part of pupils seems to be about twelve per cent. better than last year.

The general deportment seen in the schools has been good, in some cases far above the average, but in two or three instances, owing to local influences, or inefficient management, it was decidedly bad.

A greater supply, and more uniformity of text books are much needed.

There is plainly too little visiting of the schools on the part of parents and district boards, but there are pleasant exceptions to the rule, which I hope will multiply, as this want, with many others, has been brought in various ways before the public.

I held an institute at the county seat, in the month of October, which was pretty well attended, and much interest on the part of the teachers was manifested in its exercises.

As to the "township district system" I can only say that it presents many striking advantages. Some difficulties might be found in the disposition of the present school houses, and in the satisfactory location of the superior grades of schools through the towns. Probably these difficulties can be obviated, but it strikes me that the best mode of doing this is yet to be contrived.

Why cannot the law concerning certificates be so amended as to allow a superintendent in one county to make good within his jurisdiction the

certificate issued by the superintendent of another county? This could be effected by a simple endorsement, giving the owner permission to teach in a given town or district in the county until the next subsequent examination, leaving the original certificate to speak for itself as to examination and grade of the teacher.

This endorsement might be left optional with each superintendent, who, if he should choose, could still require an examination or other proper evidence of merit, before granting license.

Some alteration of the law to this end would not only be convenient to all parties, without endangering the grade of any county, but would be likely to facilitate the passage of surplus teaching material from counties where it is abundant, to those in which the supply is less than the demand.

Wm. C. WRIGHT, *County Superintendent.*

#### ROCK COUNTY.—(FIRST DISTRICT.)

I have the pleasure of reporting that the condition of the schools in the First Superintendent District, during the past year, has been quite encouraging to the friends of education, considering the disadvantages under which we have labored. There have been many things well calculated to divert the attention of the people from the cause of education, and there remains much to be done before, as a whole, the schools become what they should be; yet I doubt whether they have ever been better sustained or better conducted than during the past year. It is true, the attendance, particularly of large pupils, has been somewhat less, owing to the increased demand for labor, and the attendance of those registered, in some localities, quite irregular, owing, no doubt, to the thoughtlessness of patrons; but the better classification of the pupils, and the higher attainments of the teachers have more than balanced these losses.

High taxes and war prices have not prevented the people, in all localities, from providing for the comfort and intellectual growth of their children. Four new and commodious school houses have been erected in this Superintendent District during the past summer, and it is highly gratifying to be able to state that they are all of good size, well arranged, and tastefully finished, reflecting much credit upon the inhabitants of the districts in which they were built. Three hundred dollars was raised for building purposes, at the previous annual meeting, in each of three other districts in which larger and more comfortable houses were sorely needed; but they failed to raise an additional amount sufficient to erect suitable houses, and the children will again be crowded into low rooms without any proper means of ventilation—seated upon uncomfortable forms—part of them so near the stove as to be almost roasted, while others are nearly frozen. Many of our school houses should be re-seated, and the forms so arranged as to accommodate small, as well as large pupils, and all should be provided with more perfect means of ventilation.

But very little has been done towards providing globes, maps and charts, and yet, the majority of the schools are entirely destitute of these very important aids to the teachers, and ornaments to the school room.

There are but two graded schools in this Superintendency—one at Evansville and one at Edgerton—of two departments each. There are two

other schools, in each of which, two teachers are employed. These latter should be provided with two apartments and thoroughly graded. The noise and confusion consequent upon having two teachers laboring in the same room, is very detrimental to these schools.

At the fall examinations, which were held for the whole county, there were one hundred and seventy-two applicants for certificates. Of this number, one hundred and twenty-three received certificates of the Third Grade; fourteen of the Second, and three of the First. Sixty-four of the third grade were given but for six months. It was found necessary to grant so large a number of limited certificates, that all the schools might be supplied with teachers. It was thought better to bring all up to a proper standard, rather than by the presentation of less difficult questions to place certificates for the full term within reach of a sufficient number of the candidates to supply all the schools. Those to whom were granted but limited certificates, generally, showed marked improvement at the next examinations.

At the spring examinations for this district, there were ninety-four applicants, of which number sixty-two were accepted, all receiving certificates of the third grade. Seven limited certificates were given upon application of district boards, and twenty-one were given, for six months, to candidates who were unable to attend the public examinations.

One hundred and thirty-three different persons have been engaged in teaching, in this superintendency, during the year, of which number, but thirty-seven were males. Only nine were employed in the same school during the year. Too much cannot be said against this almost universal practice of changing teachers every term. My observations, made while visiting the schools, have convinced me, that a good teacher can accomplish at least one third more in the same school, during the second, than during the first term. Monthly reports to the superintendent were required of the teachers, during the last term. These furnished me with much useful information as to the condition, wants, and progress of the schools, and no doubt stimulated both teachers and pupils to greater efforts in their work.

Many of the teachers have manifested a commendable desire for improvement, and have labored zealously for the improvement of their schools, while a few have shirked the public examinations, and "kept school" without making teaching a study, or inspiring their pupils with a thirst for knowledge. There will be some of the latter class so long as the opinion prevails, that a poor teacher will answer for a backward school.

The deportment of pupils on the days of visitation, was generally good, and but few cases of corporal punishment were reported. 2,494 pupils were registered during the summer, with an average daily attendance of 1,654. This shows great irregularity of attendance, which I believe to be the greatest evil in the schools. I have suggested, as a remedy for this evil, that the district board of each district establish rules requiring regular attendance on the part of pupils, and in case of failure to comply with such rules, that the pupils so failing, be suspended during the remainder of the term, in which such irregularity occurs. Objections might be taken to this measure, as it would probably drive some from the schools, who should enjoy the advantage of an education: but while all should enjoy these advantages, it is neither sound policy, nor justice, to allow a few pu-

pils, by attending one day and absenting themselves the next, to so break up the classification and retard the progress of the school, as to hinder those who, by regular attendance, seek to make proficiency in their studies.

During the summer term, there were made, by the school district officers, but fifty-seven visits to the schools, and but three hundred by other patrons. Thirty-eight schools were not visited by either of their district officers, and fifteen were not visited by neither officers nor patrons. This shows a lamentable disregard of duty, and carelessness on the part of officers and patrons; but I cannot believe it is attributable to a want of interest in the schools.

District boards do not seem to understand that the law makes it their duty to visit their schools, and to make all the needful rules and regulations for the government of the same; and parents do not yet see the importance of school visitation, as a means of stimulating and encouraging both teachers and pupils. While they are willing to provide, pecuniarily, for good schools, and are generally demanding higher attainments, and earnest, well directed efforts on the part of teachers, they fail to cheer them on in the great work of education, by their occasional presence in the school room.

H. A. RICHARDS, *County Superintendent.*

#### ROCK COUNTY.—(SECOND DISTRICT.)

**SCHOOL HOUSES.**—There are in this superintendent district, not including the city of Beloit, eighty-one school houses, of which eleven are built of stone, four of brick, and sixty-six are frame buildings. The average value of these, according to the statistical reports, is \$306.00, and the aggregate, \$24,825.50. The lowest valuation is \$0.50, and the highest \$2,500.00. Clinton Junction can boast of the best house, while that of Utter's Corners is estimated the lowest.

The great advance in prices, during the past year, has discouraged improvements in buildings and in their appurtenances, so that but one new school house has been erected in that time, and only a few additions made to charts and apparatus. \$1,974.11 is the amount expended for these purposes. For the sake of such improvements, it is desirable that the "better time coming" may soon come, for not more than one-half of our school houses are equal to the demands and circumstances of the districts in which they are situated, and but fifteen schools are supplied with outline maps, and only thirty have the protection of a fence to preserve their sessions, as well as their play-grounds from the annoyances of cattle and other nuisances that run in the streets. The best apology that probably can be made for this condition of affairs is that most of the school buildings were erected several years ago, when settlements were more sparse, and the means of the settlers quite limited, and since then opportunities for making improvements have been generally put off until more convenient times.

**GRADED SCHOOLS.**—There are but two schools in this superintendency that can be classed under this head; one at Shopiere containing two departments, and the other at Clinton Junction containing three. In each of these superior educational facilities are furnished, and consequently the

attendance of the more advanced pupils in the branches of a common school education is retained. Two departments might be profitably established in the schools in the villages of Milton, West Milton, and Emerald Grove, and probably in other places had not the expensive policy of ensmalling districts been, in some localities, previously pursued. I am happy to say that the advantages of a graded school are to be enjoyed in a part of the last mentioned places during the ensuing year.

**TEACHERS.**—One hundred and forty-three teachers have been employed in this district during the whole year, of whom one hundred and six were females, and thirty-seven were males. The former class largely predominated during the winter, and met generally with as good success in every respect as the latter. Indeed, for the management and instruction of the class of pupils that usually attend our public schools, I would, from observation, rather give them the preference. In the light of this fact, there cannot be a necessity for that practice, so common in some school districts, of changing teachers once in a year, so as to have a female for the summer term, and a male for the winter. If one of the former class was reemployed for the winter, she would not only be less expensive than one of the latter, but would also, from a knowledge of the wants and progress of her pupils, be generally more serviceable. Some districts realize the importance of this fact, and have retained the same teacher during the year; and, I may say, that the schools under the charge of these have been generally among the best. There are thirteen of this class, and there are nineteen that have been employed one term or more in the same school as during the previous year.

About fifty have been engaged in teaching during both terms, and about the same number have no other employment. It is quite probable that not more than this number intend to make teaching an occupation for life. This is not strange, when there is considered that the average wages paid during the year to male teachers was but \$27.76, and to female teachers but \$18.72. While this is enough and more than enough for the incompetent or unfaithful, there is not a sufficient discrimination made in favor of those who are desirous of following this profession and who are an honor to it, to induce them to make a more thorough and extensive preparation for its duties.

In respect to ability to teach and tact in management, as manifest on my days of visitation, the teachers might be divided into three classes, good, average, and poor, having about equal numbers in each. Nearly all are worthy of commendation for their earnest endeavors to discharge their duty, some are entitled to great praise for their flattering success, but a few ought never to be allowed again the care of a school, on account of their unfaithfulness, or their inability to govern either themselves or others.

The average age, experience, and scholarship of the teachers, may be gathered from the following summary: Thirty-four teachers were under twenty years of age; ninety-three between twenty and thirty; thirteen between thirty and forty; and three over forty. Thirty-two were without previous experience in their vocation; eighty-six had taught from one to ten terms; twenty-one from ten to twenty; and four, more than twenty. There were one hundred and seventy-four applicants for certificates at the public examinations in the fall and spring, of whom thirty failed to pass

examination, one hundred and twenty-six received third grade or limited certificates, fourteen second grade, and four first grade. The average standing of these was six in a scale of which ten is perfection. The number whose average standing was below five is twenty-six; above five and below six, sixty-two; above six and below seven, fifty-two; above seven and below eight, twenty-three; above eight and below nine, ten; above nine, one. The standard of perfection is not an ideal one, but within the reach of every persevering and faithful student; nor again, is it so low as to flatter a teacher with possessing qualifications to which he is as yet a stranger.

**PUPILS.**—The average daily attendance of pupils is sixty-seven per cent. of the number registered, and the average number registered in each term is sixty-two per cent. of those legally entitled to school privileges. It will be seen from this, that one-third of the time of registered pupils is lost by irregularity of attendance and that not quite forty-two per cent. of the children, between four and twenty years of age, receive daily instruction during both terms in the public school. If there shold be added to the latter ratio the per cent. of those under the age of six years, that are not and should not be sent to school, and the per cent. of those attending high schools and academies, not reporting to this office, the disproportion would not seem so great or lamentable. But after making due allowances for these causes, and for the absences occasioned by the great demand for men and labor in consequence of our national struggle, there still remain grounds enough for the assertion, that the daily attendance of pupils is forty per cent. less than it might and should be. But this is not the measure of the evil influence of absenteeism and irregularity of attendance. The injury done in this way to the education of our youth is more serious still. The absent pupil not only loses himself the advantages of the school, but also works an injury to the classes to which he belongs. The blame for this loss of time and waste of invaluable privileges, rests, no doubt, in part upon the teacher's want of interest in his vocation, or upon his inability to elicit from his pupils a love for the school room, but in a much greater degree upon the thoughtlessness of parents, or their inappreciation of the importance of regularity of attendance and of the value of education. The superintendent can, in some measure, correct this evil, by refusing certificates to teachers that have proved their incapacity to draw forth from their pupils a love for study, and by some influences, that he can bring to bear upon the parents themselves, but it cannot be entirely eradicated without a system of compulsory attendance, which, if not opposed to the policy of a republican government, is at least opposed to the sentiments at present entertained by the people.

**PATRONS.**—In some districts, the school board and other patrons, take a commendable interest in their schools, and cheer and strengthen the teacher by their frequent visits, while in others there is a remissness in school visitation, which, if it does not betray a blameworthy carelessness, must proceed from an undervaluing of the importance of this duty. The school district officer should bear in mind, that by accepting his office, he has given a promise to visit his district school, and that, if he fails to do this, he breaks his word as well as neglects an important trust. In order that there might be more frequent visitations, and some system in making

these, I would suggest that the clerk should make a list<sup>r</sup> of the patrons in his district, and appoint the times when each in turn should perform this duty. If such labors were expended in every district, an ample reward would be reaped not only in the renewed courage and zeal of both teachers and pupils, but also in the increased interest and better directed efforts of the patrons themselves.

ALBERT WHITFORD, *County Superintendent.*

### SAINT CROIX COUNTY.

1. SCHOOL HOUSES.—A large part of the school houses in this county are new, well built, painted, well lighted, but poorly ventilated. Some are models for neatness and architectural finish, suitably enclosed and provided with a well or cistern, ample play-grounds and convenient out buildings. A few are mere shanties, built of rough boards *school-pens*, rather than school houses. Such were hastily thrown up to answer but temporarily the immediate wants of a newly formed district ; but have been suffered to remain year after year, an eye sore by the way-side, a place uncomfortable, unattractive and loathsome to the little victims immured within their walls. There are but two log school houses in this county, and one of these is very comfortable and by no means unsightly in appearance. But one school house has been built in this county during the past season ; this, like others in the newer and less populous towns, although by no means faultless in some respects, indicates liberality and educational progress in public sentiment, highly commendable and encouraging.

2. GRADED SCHOOLS.—We have two graded schools in this county. One in the city of Hudson is organized with four departments, and supplied with competent and earnest teachers. The other in the village of New Richmond has been recently organized ; but located in a liberal and enterprising community, and provided with a well constructed building, is destined in its maturity, to rank high among schools of its kind.

3. TEACHERS.—Four teachers now residing in this county are holding certificates of the first grade ; two of the second, and forty-four of the third grade. All except four of the teachers holding certificates of the third grade, were examined both in the spring and fall with different schemes of questions ; the scheme for the fall examination being far more difficult and comprehensive. Of all the candidates for license to teach who have offered themselves for examination during the past year, eighty per cent. have been accepted ; two only have received the highest number in every branch, on a scale of 10. The number of questions which were required to be answered correctly was set at 60 per cent. of all that were presented in the scheme. None were licensed who fell below this in any branch. Most of the failures were in Orthography and Mental Arithmetic.

Of the whole number of teachers in this county, twelve make teaching their principal vocation ; six are engaged eight or nine months in the year, and five only, have been employed in the same schools this year as in the preceding year.

Our teachers generally evince a commendable zeal in their work, and a desire for higher qualifications. With few exceptions, they have attended

the institutes in which many of the more experienced have taken an active part. Our institutes have been large and spirited. Professional gentlemen, especially clergymen, have encouraged them by their presence and instruction. Those teachers who prize and attend institutes, are the most successful. The very fact that they put themselves in the way to learn and improve, is in their favor, and what they have learned they are apt to make available in the management of their schools.

**PUPILS.**—A very few instances of marked insubordination have come to my knowledge during the past year. Good order has generally prevailed in our schools, even to the exclusion of all kinds of communication among the pupils in school hours. I have met with but one teacher who allows and defends the practice of whispering in school, and that is a teacher of remarkable quiet nerves.

Irregular attendance is the complaint of almost every teacher. The whole number of pupils in our county, attending school, is 2,078. The whole number of days attendance of pupils, during the past year, has been about 126,000; it should have been nearly twice that number.

Owing to irregularity in attendance, the county has lost, in the aggregate, 50 per cent. of all appropriations and expenditaires in behalf of our public schools. But the loss does not end here. By this cause classes are deranged, teachers discouraged and parents dissatisfied.

Many of our schools are poorly supplied with books,—others suffer for want of uniformity.

To remedy the evils mentioned, and others of less magnitude, a circular has been printed and sent to the different District Boards, calling attention to existing facts, and suggesting measures which might be serviceable for the end proposed.

During the past year, educational meetings have been held in different parts of the county, which have been well attended and seemingly productive of good results. All necessary taxes and expenditures for school purposes seem to be cheerfully borne, and higher wages for the services of teachers accompany the demand for higher qualifications.

I have taken much pleasure and interest in the enjoined duty of visiting and inspecting the schools under my supervision; more especially as parents, children and teachers have given me a hearty welcome, and have kindly received my advice and suggestions; thus showing a sympathy with, and an interest in the objects of my visit.

During the year I have visited every district twice, in which a school was in session, spending from two to three hours at each visit. In general, I have found the schools in good condition, teachers earnest and industrious, and pupils orderly and studious. But I have been too often pained by glancing at the register, to find that from one-third to one-half of the pupils were absent. I have also regretted to learn that the schools are seldom visited by parents or by the district board, and that some excellent teachers were much disheartened on account of the apathy and indifference of the patrons and guardians of the school.

But with all the drawbacks which have been mentioned, our schools are improving. Our teachers are becoming better qualified, are aiming at higher culture in themselves, and better methods of imparting instruction to the youthful mind and heart.

*A. H. WELD, County Superintendent.*

## SAUK COUNTY.

In compliance with your request of August 28th, I submit the following Special report of the condition of common schools of this County:

1. SCHOOL HOUSES. My Statistical Report shows that there have been \$3766.25 raised, during the year, for the building of School Houses, and, I think, during the time there have been three log, one stone, and five frame school houses completed, or are in process of completion.

As the standard of qualifications of teachers is elevated, there is more interest manifested in school buildings, playgrounds, and more tasty surroundings generally, as might have been anticipated.

But, in many districts they do not yet seem to realize that a close, unventilated room with dark walls and a filthy playground and *buildings*, have anything to do with the child's education conducive to coarseness of mental and moral faculties.

Others are more alive to these things and do every thing perhaps that they can, consistently with their means and circumstances, to make the School House and playgrounds what they should be, a "*home*" for children, a place where they may cultivate the perceptive faculties, and become practically acquainted with Esthetics, the Science of Beauty. I sometimes find on visiting a school, it may be in some old log school house—the teacher in such case should doubtless have the credit—the walls covered with nice pictures and paintings, or decorated with evergreen festoons, thus throwing around every thing within, an aspect of cheerfulness.

The ornamental is not only attended to, but at least in one instance I know that the pupils on arriving at school found, to their great *physical comfort*, all the seats upon which they were accustomed to sit, from four to six inches lower, caused by the rasping effects of an old saw that the teacher had borrowed that morning.

Thus the teachers having left teaching and gone to educating, their influence may already be seen as well as felt.

2. GRADED SCHOOLS. We have eight districts that have each two or more departments approximating more or less nearly the Graded School; one of these has three departments, and another three in summer and five in winter.

In most if not all of these schools, the principal teacher exercises a general supervision over the different departments, and, on examination of attainments, decides on a pupil's ability to enter the next higher department.

There are three other districts where they should have graded schools, and probably would have, if they had suitable buildings, as it is a much more economic way, as well as a more efficient and successful one of educating pupils. I trust the number of these schools will be increased the coming winter.

3. TEACHERS. There are some eighty who make teaching their principal business, twenty who teach only during the winter, and a few others just commencing, who intend to make this their business, at least till they get up a small private school. The remainder of our teachers make this a stepping stone to something else. As the teachers advance in attainments, their required ability, at examinations, is elevated, by giving more difficult questions, and holding the maximum standard at sixty per cent.

At my fall examinations, 93 candidates presented themselves, to whom were granted :

Third grade certificates .....	66
Second do .....	1
First do .....	1
Total .....	68

At the spring examinations 169 candidates presented themselves, to whom were granted :

Third grade certificates .....	111
Second do .....	2
Total .....	113

After the close of the fall examinations I gave six or eight district certificates to subsequent applicants, and about as many more after the spring examinations.

4. PUPILS.—I have no statistics by which I can state explicitly the average of punctual attendance of pupils; judging, however, from the schools as I found them, I should say that the average has been good, with an exception or two which continued for a time. An epidemic prevailed in different parts of the county, which, at one time, reduced many schools quite low, and in a few instances, broke them up. Perhaps I ought to add also that the whortleberry season had its influence upon some schools. The general deportment of pupils has been very commendable; I have heard no complaints, and of no difficulty, except in one school where the patrons were more to blame than the pupils, and even this was transient. Pupils are well supplied with books where there is an interest in education, and where there is not, they are not thus supplied—“Where there is a will there is a way,” applies forcibly here.

5. PATRONS.—The schools of Sauk county have not generally been visited as often as they should be, either by the patrons or officers of the school; a few, however, have exhibited a commendable zeal in this respect. There is one item that is worthy of note: in one of the village districts, they had a board, previous to last fall, composed of men of excellent business habits, but not particularly interested in school matters, who exercised a good degree of caution in procuring good teachers, and in this I think succeeded, and paid good wages. Here, so far as special efforts for the school were concerned, they stopped; and as a consequence, their schools were not generally orderly. The pupils, when not under the immediate supervision of the teacher, were wild and lawless. They would even tear off the siding from the privy and the casing from the pillars of the school house, for the purpose of kindling a fire. There was not a desk but what had been more or less cut with their knives. In short “destruction” was written upon every thing about the house. To such an extent had this state of things been carried, that the principal lawyer of the place, at the annual meeting, as I understand, took the position, that it could not be stopped, and consequently, was even opposed to repairing the privy, from which the siding had been nearly all torn off. But the school house and privy were repaired. The new board, at the opening of the

winter school, published to the pupils, some written regulations which should govern either them or the board; such as for any act above referred to the actor should be punished to the extent of the law, and for an unintentional act, such as accidentally breaking a light of glass, the pupil should repair any such damage to the satisfaction of the board, etc. The members of this board visited the school, occasionally, and encouraged their teachers by their presence, and by timely suggestions. The result has been, that the district property has not since been injured in the least and the discipline of their schools is far superior to what it had been, and in many respects it has been a model school, with teachers, whose reputation for order was certainly no better when they went there, than the others had been. Let it be understood then that the school is, to a great extent, what the district and the district board make it.

6. TOWNSHIP DISTRICT SYSTEM OF SCHOOL MANAGEMENT.—At my first examination of the township district system, as presented in the last annual report of the State Superintendent, I thought that there were objections that would fully balance all the arguments in its favor, but these objections have nearly disappeared.

Give us the township system.

I. W. MORLEY, *County Superintendent.*

#### SHAWANAW COUNTY.

(NO REPORT.)

#### SHEBOYGAN COUNTY.

I forward to you a general report of the condition of the district schools in this county, their progress and improvement.

1st. But four new school houses have been built during the past year, and not so much progress made in improving the appearance of those already built, and supplying them with suitable seats, desks, charts, etc., as ought to be made, owing to the fact that our attention has been given to the war. In building, especial pains has been taken to make them convenient and comfortable. Several districts have delayed building until more favorable times.

2d. There is but one graded school—located at Sheboygan Falls, has three departments, and employs four teachers—in this county outside the city of Sheboygan. It is well sustained. The villages of Green Bush and Plymouth, each employed two teachers last winter, and it is to be hoped that permanent graded schools may soon be established there, and also at Gibbsville, Hingham, and Glenbeulah.

3d. At the public examination of teachers in April last, I required 60 per cent correct answers, for a third grade certificate.

Out of 201 applicants who applied, 54 passed high enough to receive a third grade certificate, and one a first grade; but several of this number, acting their profession during the examination, received a certificate for only six months. The interest felt by teachers, parents, and friends of education, is steadily increasing. The present system of County Superintendents has set teachers at work to qualify themselves. Competent, en-

ergetic, *working* teachers command good pay and steady employment ; but those who keep school because it is easier and pays better than washing dishes often fail to get schools. This is as it should be. The system of changing teachers, which has done much to make schools backward, is being done away with.

4th. The average attendance has, considering the scarcity of help, been good ; and scholars, except in backward districts, are well supplied with books. Various methods have been tried to secure a large attendance, each having its good point ; but those teachers, who have urged the parents to assist them, have succeeded best.

5th. Patrons are beginning to learn that upon their frequently visiting the school, conferring freely with the teacher, and exhibiting a lively interest in the progress of the scholars, as much depends as upon the teacher. Many have supposed that *their* work was done when a teacher was hired, and the necessary books furnished ; but I am glad to see that this opinion is giving way. I have, during the year ending January 1st, 1865, visited 126 schools, and find them making good progress.

6th. The Township District System will, I think, supply the only link necessary to make our school code perfect. Those who have given the subject any thought, must have felt that something was needed to make our school system work, that the system of district organization was ruinously expensive and tended to keep small districts backward. The Township District System will remedy these evils, by having to support a less number of schools—for school houses may be so located in every town as to save 20 per cent. and, at the same time better accommodate all the children—by making a greater uniformity in the schools, and doing away with many small districts that cannot afford to keep a school for more than three or four months during the year, and that only by employing a “cheap teacher.” Those miserably uncomfortable houses, with a single row of benches on three sides, would give place to houses built and furnished with a view to the *comfort* and convenience of the scholar.

I trust the next Legislature will enact such laws as will give us the benefit of the Township System soon.

H A. FORBES, *County Superintendent.*

#### TREMPEALEAU COUNTY.

(NO REPORT.)

#### VERNON COUNTY.

(NO REPORT.)

#### WALWORTH COUNTY.

In compliance with your circular of Aug. 30th, I herewith submit the following brief Report of the condition of the school interests of this county.

Since the date of my last report, there have been built two neat and commodious district school houses, which supplant as many dilapidated structures, that were formerly used for school purposes ; also, in addition

to these buildings, the people of Geneva and vicinity have erected a very convenient and commodious seminary, on an eminence overlooking Geneva Lake, at an expense of nearly \$5,000. It is generally understood that this seminary is designed, in a great measure, to fit and prepare teachers for their important duties in our district schools. Several districts have repaired or "patched up" their "temple of learning," waiting for a more propitious season to build.

The number of graded schools in this county remains the same as reported last year; they are eight in number, and are conducted by successful and experienced teachers.

There are but few, if any, other districts in the county that could profitably sustain a graded school.

Since my last report I have examined three hundred and five applicants, and have granted seven first grade; 6, second, and 233 third grade certificates; of these, 57 are employed in the same schools as during the previous year. 94 have no other employment, and 89 have been engaged in teaching during the year.

The general average of punctual attendance of the pupils of the schools of this county, while members of the schools, was nearly 80 per cent., and yet when we take into consideration the number of children of the county drawing public money, the punctual attendance upon our schools is alarmingly small.

The general deportment of the schools has been good, very good, with a few rare exceptions, during the past year.

In some districts there is a manifest deficiency of books, while generally the pupils are well supplied.

During the past year the interest manifested by the patrons of the schools has been of that passive nature, which is usually visible at the annual school meeting in voting the necessary funds to conduct the schools successfully through the coming year, and in sending their children during the session of the same.

The visitations of the patrons of the schools have been less frequent than in former years, owing probably to the fact that the minds of the people are so engrossed in watching and sustaining the Government in its efforts to put down this unholy rebellion.

So far as the Township system of school management is concerned, I most unhesitatingly recommend its adoption in Wisconsin, as I have seen its good effects in my native state, where it has wrought many changes for the better in their school system. It is generally conceded by the friends of education in this county, that its adoption would be a step in advance, and it is to be hoped that the Legislature elect will incorporate it into our school laws at the coming session.

Finally, would we save our state from corruption, our country from ruin, we must educate with all the thoroughness which the interests at stake demand, both the minds and the hearts of the children in the schools.

The present peril that hazards the unity of the nation, arises from the ignorance of large masses of the people, and the institutions and laws designed to keep them in ignorance. Freedom and intelligence, moral and intellectual, are cause and effect, foundation and superstructure.

The temple of freedom, no more than the temple of righteousness, can

stand on the "hay, wood and stubble" of darkened minds. The denial of knowledge to the mass of the people, is certain death to a Republican Government. Cherish, then, the Public Free Schools as the bride does her jewels. Honor the teachers in them, as most worthy of encouragement and respect, then, whatever madness may seize, or judgment visit other portions of the nation, where knowledge is sealed up and law forbids instruction, the warm sunshine of a favoring Providence will make our fields fruitful and fragrant, and intelligence and virtue will make our homes happy and secure.

A. J. CHENNY, *County Superintendent.*

#### WASHINGTON COUNTY.

The schools of the County of Washington have improved very much during the last year, in attendance as well as in scholarship. The different Districts of the County raised money enough to make their school houses more comfortable to the pupils as well as to the teachers, and where those school houses that they intended to build during this summer are not even commenced, so does this not depend upon the good and earnest will and wishes of the inhabitants of those places and districts, but on the high prices of all materials and on the high wages asked by the laborers.

As soon as this present war is settled, our schools will flourish more than ever, for many of our ablest young teachers have changed their books and pens for the musket and sword. When returned they all will, it is hoped by their friends and patrons, again cling to the noble work of the education of the children.

I examined during the previous year 281 teachers, and 216 certificates of the 2d and 3d grade were granted. The average standing was from 6 to 7 on the adopted scale. The patrons of our schools are entitled to many thanks for the interest they took in the improvement of our schools and the assistance they gave to this office to get more influence upon those who are yet too indifferent towards our schools, our teachers, and the education of our rising generation.

Yours Respectfully,

F. REGENFUSS, *County Superintendent.*

#### WAUKESHA COUNTY.

In compliance with yours of Aug. 31st, I forward the following special report :

1. SCHOOL HOUSES. Our County is supplied with 118 public school buildings ; of these 8 are positively good and commodious, 15 are comparatively good, that is, they are tolerable, 20 are absolutely intolerable and disgraceful to enlightened humanity. The remaining 75 fill the varying shades of gradation between the two extremes.

Two new buildings have been erected during the past year ; but I regret to say that in size, arrangement and needful accommodations they are not up to the times in all respects. Two others are in process of building, one of which promises to be commodious and tasteful. Two houses, also, have

been extensively repaired and newly seated. One has received an addition for a primary department.

The people "talk about building" and "intend to build" a large number of new and elegant school houses, "as soon as the times get a little easier." May the good time soon come.

**2. GRADED SCHOOLS.** Eight schools in the county have two or more departments, and are gradually advancing towards gradation. Two of these have each three departments. Of the five having each two departments, three merge the primary with the higher during the summer term. Five or six other schools in the county would be greatly benefited by arranging for a separate primary department. When a school averages sixty or more pupils, I have recommended the district board to place some 25 or 30 of the younger pupils in charge of a primary teacher. This arrangement has worked admirably in every instance, and I believe, given universal satisfaction. Pupils, teachers and patrons all attest its advantages. In one instance where the trial was made by renting a room in a private dwelling, for one term, a primary room was immediately added to the former school building. Others contemplate enlarging or building soon, to provide like accommodations.

This system of grading schools may with profit be adopted in nearly all of our towns and small villages. Nothing but mismanagement can prevent its success.

**3. TEACHERS.**—Ten public examinations have been held during the year. The number of applicants for license to teach has been 333. The number found entitled to first grade certificates was 5. The number found entitled to second grade certificates was 15. The number found entitled to third grade certificates was 236. Fifty of the third grade licenses were limited to six months—most of them on account of inexperience. Those who prove themselves possessed of "ability to teach," are entitled to an extension of their certificates for the remaining six months without further examination.

A moderate gain is apparent in the qualifications of the teachers of the county, as a whole, over the past year: a very marked advancement has been made by those who make teaching a business. These teachers improve their opportunities, they read the Journal, they are found at the institute, teacher's association, and at the school room before 9 o'clock.

Comparatively few remain a second term in the same school, and fewer still a second year. Five teachers have continued each two years in their respective schools, and it is worthy of note, that no more prosperous schools are found in the county.

**4. PUPILS.**—The general average of punctual attendance is in advance of the preceding year. Still it is far below what it should be. In point of deportment, I am most happy to say, a decided improvement is manifest. I come to this conclusion, not only from what I see of the pupils in the school room and at their sports, but from the representation of teachers and more especially from the absence of much of the obscene caricatures formerly so abundant in most public school buildings. It is true, in this county, that our school buildings suffer less at the hands of the pupils than in former years. I insist upon the teachers attending to matters of this nature with untiring diligence.

Very little complaint is made for lack of books. Some are troubled for want of uniformity. We are more in want of slates and good blackboards than books.

5. PATRONS.—I regret to say that in a majority of instances more want of interest than interest is manifested by the patrons. Still there are in nearly every district a few exceptions, in some, noble exceptions.

What we need most of all things in our common school is a healthy public sentiment on this subject. When this is right, it will right all other wrongs.

I am endeavoring, with the co-operation of many earnest teachers of our county, to call attention to the importance of patrons visiting and becoming interested in these things. We do this in part by holding pic-nics in summer, and in winter, gathering several schools or parts of schools at convenient times and places, thus bringing teachers, pupils, and often a tolerable number of the parents, together. On these occasions, and in evening lectures, I endeavor to bring this subject home to the people, showing them how indispensable is their co-operation with the teacher.

6. The Township District System was discussed at some length at one of our County Teachers' Associations. Several gentlemen of experience and observation who have witnessed the workings of this system in other states, bore uniform testimony to its superiority. I doubt not that under its workings our school buildings would speedily improve. It would also tend to elevate many schools now much neglected. I see no reason why the cause of education would be retarded in any community, if suitable provisions were made whereby those localities possessed of more than an average share of enterprise in educational matters were allowed to appropriate funds for the support of the schools in their respective sub-districts.

7. SUGGESTIONS.—Space admits of my making only two suggestions. And, first, in my judgment, the time is at hand when children under six years of age should be excluded, by law, from our public schools. On this subject all educators are agreed. The health of the child, its future progress in education, and the attention due from the teacher to other pupils of proper school age, all demand it.

My second suggestion relates to the distribution of the school fund. Could the income of this fund be distributed on the basis of number of days the pupils attend school, instead of the number of children between the ages of four and twenty years, a premium would be offered on attendance. This would doubtless have a powerful influence for good, on the number of pupils attending school and the regularity of their attendance. Such a result would be of inestimable value to all our schools. And who is prepared to show that this is not the most equitable basis on which such money could be distributed? An amendment of the State Constitution is needed so as to enable the Legislature to make the desired changes, but the subject can be agitated, and the minds of the people prepared for them.

A. D. HENDRICKSON, *County Superintendent.*

#### WAUPACA COUNTY.

Having held this office only since the first of September last, I am unable to give satisfactory information upon some of the points about which it is desirable that I should report.

1. SCHOOL HOUSES.—I know of only two school houses built during the year; one of these is a good frame building, the other a log buiding. Several of the old buildings have undergone a thorough course of repairing, and have been rendered at once more comfortable and attractive. A few of the schools have been supplied with one or more maps during the year, but there are still many schools poorly provided for in this respect.

2. GRADED SCHOOLS.—There are three graded schools in successful operation in this county, one of these has three departments, the others two each. A union of two districts has been formed at New London this fall. There will be at least three departments. A degree of interest is manifested for the welfare of schools, which considering *the times*, is certainly creditable.

TEACHERS.—I have examined forty-five applicants for certificates, at the regular public examinations; the number of certificates granted is as follows:

Third grade, twenty-nine.

Second grade, six.

First grade, two.

To supply a deficiency of teachers, on account of many of our male teachers having entered the army, and others having left the county, I have issued three district certificates to those who came nearest the required standing. The benefits of normal schools are clearly seen in this county. Those teachers who attended Mr. Wernli's normal school last fall, in nearly every instance, pass good examinations, and a very large proportion of them teach excellent schools.

The educational interests of this county have steadily advanced during the past three years. Teacher's associations have been organized in many parts, which have done much to improve the teachers and to awaken an educational interest in towns where they are held. The teachers of this county, by patient study and continued application are becoming more efficient, elevating their profession and securing the respect of the community at large.

J. K. McGREGOR, *County Superintendent.*

#### WAUSHARA COUNTY.

1. SCHOOL HOUSES.—But little has been done in the way of building and repairing school houses during the past year. A new house has been built in District No. 5, in the town of Aurora, which reflects credit upon the inhabitants of the district. It is hoped that other districts in the town will be led to emulate their example. The people of the village of Pine River are just completing the addition to their house noticed in the report of my predecessor, and a graded school is to be established during the coming winter.

2. There are but two graded schools in the county, though there are perhaps a dozen districts in which one might be maintained with advantage and true economy. Under the township district system, the benefits of graded schools would be realized much more extensively than at present.

3. There have been no applicants for first grade certificates. For certificates of the second grade there have been seven applicants, five of whom

have been successful. Ninety-seven persons applied for third grade certificates, sixty-eight of whom were successful. I believe there is a growing feeling in favor of employing successful teachers, though I have no means of ascertaining, with any certainty, the number employed during the past year.

By a careful examination of teachers' registers, I am led to believe, that the attendance of pupils is generally good throughout the county, with the exception of those places where wild berries are found in abundance. If not out of place, I would suggest a remedy for this state of things: Let the children be encouraged to cultivate such small fruits as are easily raised in gardens; these could be gathered before and after school, thus giving all necessary time for intellectual improvement, and at the same time cultivating a taste for the noblest employment of mankind. In some schools I have found a lack of books. In one school I saw a class of ten scholars with but one reading book. But this is not a general fault. There is more want of judgment than of liberality on the part of parents in supplying children with books. Many districts have an overplus of "Astronomies" and "Poetical Geographies," procured at a high cost from wily tongued agents, while the teacher has to labour under great disadvantages through the want of books absolutely necessary. Under the system of changing teachers, so prevalent in this county, a much more expensive class of books is in use than is needed. Scarcely a school can be found in the county without its "fifth reader class," the majority of whose members would fail to render a newspaper article intelligible, or its "Algebra" or "Higher Arithmetic" class, to which you might appeal in vain for a correct solution in mental arithmetic. This evil is owing, in a great measure, to a foolish and false ambition on the part of parents, who think to crowd their children beyond their capacity, and are sure to realize the truth of the adage: "The more haste, the less speed." Neither are teachers free from blame in the matter, as many of them are anxious to achieve a reputation for "taking scholars through the book," and are too willing to bestow undeserved commendation upon pupils. I speak earnestly on this matter, for I know it to be a serious evil, and one which would be quickly remedied if its extent and mischievous tendency were once understood.

5. There is much *general* interest manifested on the part of parents, but it is *too general* to produce very *special* results.

CHAS. B. SKINNER, *County Superintendent.*

#### WINNEBAGO COUNTY.

(NO REPORT.)

#### WOOD COUNTY.

In compliance with your request, I submit for your consideration the following brief statement in relation to the schools of Wood County. There has been, with one or two dishonorable exceptions, a general disposition on the part of both parents and teachers throughout the county to unite their efforts with mine in aiming to secure the best interests of the schools. Although but little is directly done by the people to encourage

the teachers, yet the uniformity with which they grant their requests, vote their supplies, furnish their children with books, indicates more than words, the estimate which they place upon education.

Many quite important improvements were made during the past year, even more than could have been expected, considering the present times, several districts have levied a tax for outline maps and charts; and globes have already been furnished to some of the more prominent districts.

One neat and capacious house has been erected, and several others have been improved and made to appear more friendly and homelike.

There are but two districts with graded schools in the county. One with two and the other with three departments. The school in Grand Rapids, as it is now being conducted by Mr. Jackson, (as principal) is meeting the pressing wants of the county; is a thorough graded school, and exhibits very clearly the great advantages which may be derived from the same; and although some trouble originated in this district, which, during the first part of the year, marred and disturbed its progress, and excited prejudice in the minds of some against the policy of a graded school; still when it was seen that this unpleasant state of affairs was more the result of injudicious efforts by an inefficient teacher than from any imperfection of the theory itself, they mainly passed away, and with them the petty jealousies and local strifes originating therefrom.

A normal Institute was held in the spring of 1864, and continued its session nearly four weeks, under the principal care of Rev. J. W. Harris, a leading educator of the county, which evinced clearly the valuable results of proper normal instruction. There was also an Institute held in the fall of 1864, conducted principally by myself, assisted by H. C. Jackson and Henry Tyler, at which time there was a marked interest and general good professional feeling manifested; by which combined course of instruction of the two Institutes, we have had the good pleasure of raising the standard of qualification at our public examinations of teachers, (which, by the by, have been held twice during the year, and in strict conformity with the advice of the State Supt., and in compliance with the school law), and at the same time have been relieved of the embarrassment of issuing district certificates, to a great extent; a most desirable result considering the circumstances.

It was our pleasure to visit all the schools in the county twice, (except one,) and the most of them three times during the year, and to occupy at least one half day in each instance, observing the general plan of instruction adopted, referring to errors where they appeared to exist, giving practical hints where it seemed necessary, and in some cases conducting the exercises, to exemplify more clearly what appeared to be the best method of imparting instruction in the various branches, and in all cases seeking out the wants and peculiarities of the different districts, the better to be prepared to administer to said wants by way of public lectures and private advice to both parents and teachers; and while in the discharge of said duty I have noticed several points worthy of consideration, some of which it may be well to mention, to wit:

1st. That there is a general lack of regular systematic visitation of schools, not only by teachers from other districts, but by school officers and parents.

2nd. That the attendance of pupils has been much better than on former occasions, especially during the latter part of the year.

3rd. That there is an evil common to a portion of our county, which is the non-payment of taxes by speculators, by which many districts, although raising burdensome taxes for school purposes, have nothing to pay their teachers with except tax certificates or district orders, a sort of pay much to be deprecated, and they can not, even with the greatest effort, hire a first class teacher, and are therefore suffering under unpleasant difficulties.

4th. That there has been a disposition on the part of every practical teacher in the county to take the *Journal of Education*, when the matter has been brought to his notice.

5th I have seen the lack of enthusiasm, which would not be felt if parents took more general interest in the matter of education, and have found teachers laboring under the same embarrassment, to remedy which, to a certain extent, it was decided at the county Teachers' Association to hold a series of public examinations of schools, in various parts of the county, comprising in some instances the schools of nearly three towns at one session. There were four such sessions held during the summer, in different parts of the county, at which times and places the most of the parents of the pupils who participated in the exercises were present, and thus a mutual benefit was derived by all present, and the effect has been most salutary upon all the schools which participated in said exercises.

G. F. WITTER, *County Superintendent.*

## REPORTS OF CITY SUPERINTENDENTS OF SCHOOLS.

About the middle of November a circular, similar to that addressed to county superintendents, was sent to each city superintendent of schools in the state. The replies received are given below:

### CITY OF FOND DU LAC.

In compliance with your request I make the following brief Report of the condition of the Public Schools of this city :

1. A new building for the accommodation of the high and grammar schools has been erected the past season, and will be ready for occupancy about the first of January, 1865. The building is designed to accommodate 450 pupils. The cost when completed will be about \$15,000.

2. Our schools are designed to be branches of one school, and are comprised in the following departments: One high and one grammar school; three intermediate and fifteen primary schools.

Three teachers are employed in the high, and three in the grammar school; two in each of the intermediate, and in one primary school; one in each of the other primary schools; making 28 teachers in all.

The schools are all graded, with the exception of two in sparsely settled localities. Into these schools the three grades of primary scholars, for the convenience of small children, are admitted.

3. Eleven teachers are employed in the same schools as during the previous year. Eleven others were employed in our schools, but, for various reasons, were transferred to other departments. Six are new teachers here.

The average age of teachers is about 24 years. Experience 5 years.

4. Pupils. General average of attendance:

In high school, 97.4.

In grammar school, 96.1.

In all other schools, 87.5.

The pupils have generally been well supplied with text books. By resolution of the Board of Education, pupils whose parents are not able to purchase books, are supplied at the public expense. This number is not found to be large.

The number of scholars enrolled in the high school during the year was, 163.

In the grammar school, 136.

In all other schools, 2,115.

Total in all schools, 2,414.

5. On the part of parents and patrons there has not been that *practical* interest which is desired. When they have voted the means to carry on the schools, they too generally seem to think their responsibility at an end. I am sorry to report that very few are in the habit of visiting the schools. Frequent visits by parents would, I am confident, prevent many evils, and awaken a new interest in our schools. Is there any way to make them see their own interest in this matter?

GEO. B. EASTMAN, *City Superintendent of Schools.*

#### CITY OF LA CROSSE.

Our La Crosse city, of 6,000 people, half foreign, enrolls 1,290 within the school ages. About 40 per cent. of this number attend the public, while 30 per cent. are scattered in the private schools. A catholic school, with a new commodious building and six teachers, started off this fall with some 250 pupils. The Germans have supported two large separate tuition schools, one of which is now incorporated into the public schools. This diversion, or "scattering" of school forces in a city of this size, shows faulty management somewhere.

Ten teachers—six principal and four assistants—are employed, in the two public buildings. The two grammar room teachers, (males) are paid \$90 a month, and the other principals \$30 a month. They range in ages from 16 to 26 years, with from one to six years experience. Our school terms foot up to about ten months yearly, yet grade very little, if any, above the average of the country schools. This poor showing for our city is partly explained by the fact of our frequent changing, without improving the stock of teachers; their small pay, and their neglect (in many cases) to get "posted," or to make betterments in themselves. Add to this, plainbare school rooms, no library, no apparatus to speak of, inattention of parents, the cause of our slow progress, or no progress, is quite apparent.

Mr. Thomas, recently from Binghamton college, has been engaged as principal of the 1st ward school, during the present fall term. His school room, or his scholars, move; move very perceptibly. He has scarcely any

use for text-books ; he has much use for slates and black-boards ; governs without scolding ; has ideas of his own ; carries them out ; simplifies his classes ; is systematic, and gives his scholars the short end of the working lever without their knowing it. We hope much from his labors and example.

F. A. MOORE, *County Superintendent.*

### CITY OF OSHKOSH.

In compliance with your request, I submit the following information in relation to our city schools. The system adopted, and which we endeavor to fully establish here, is the graded system ; and nothing but the lack of a proper high school building, prevents us from carrying it out complete.

No new buildings have been erected the past year, and no additions to any previously built, except in the 1st ward. This building, with the addition erected last summer, at a cost of \$3,300, will now seat 350 scholars. Four teachers are employed in this school, two primary and two intermediate ; there being two grades in each department.

We have one good and convenient school building, in each of the other wards, capable of seating about 175 pupils,—each school under the charge of three teachers, and divided into primary and intermediate.

As to punctual attendance, deportment and scholarship, I give you the general average of each school for the summer term, which is a fair average for the year.

### HIGH SCHOOL.

Average Attendance, .....	.95
do Scholarship,.....	.89
do Deportment,.....	.99

### FIRST WARD.

Average Attendance, .....	.97
do Scholarship,.....	.98
do Deportment,.....	.96

### SECOND WARD.

Average Attendance, .....	.90
do Scholarship,.....	.95
do Deportment,.....	.95

### THIRD WARD.

Average Attendance, .....	.54
do Scholarship,.....	.95
do Deportment,.....	.97

### FOURTH WARD.

Average Attendance, .....	.97
do Scholarship,.....	.94
do Deportment,.....	.96

## FIFTH WARD.

Average	Attendance, .....	.80
do	Scholar-hip'.....	.90
do	Deportment,.....	.98

Our High School, under the management of Mr. J. H. Bates, as principal, and Miss Marian Cooper, assistant, has reached a higher degree of efficiency and discipline, than was ever contemplated by its most sanguine friends.

It is largely patronized by the larger scholars from the country, particularly those who are fitting themselves for teaching. We have a fine apparatus, both philosophical and chemical, purchased mostly the past year, at a cost of about \$500.

All the teachers in our schools, 18 in number, are females, except the principal of the High School, and we are well satisfied with them. Some have been in our employ for over 6 years, and but 3 less than two years.

School masters are played out, here.

We have no scholars not provided with proper text books.

The blank form enclosed explains itself. Nothing we have ever introduced to stimulate the ambition of the scholars to obtain a clean record, has succeeded so well as this. As these certificates are taken home by the scholar at the end of each month, for signatures, their standing is brought directly before the attention of the parents, and their co-operation is thereby secured in establishing in their children habits of punctuality, study and meritorious conduct.

**K. M. HUTCHINSON, City Superintendent**

The blank above referred to, is here given.

## **OSHKOSH PUBLIC SCHOOLS.**

Monthly Report of a member of the Department of the ward, for the term com 186

The highest degree of excellence in the average columns is denoted by the No. 100. Ranks from 95 to 100 may be regarded as highest; from 90 to 95, high; from 80 to 90, mediate; from 70 to 80, low; and below 70 as lowest.

Department should rank 10).

The parent or guardian is respectfully requested to examine and sign this report and return it by the bearer. It is hoped this examination will be more than a formality, and that it will be a means of improving the schools.

*Assistant Teacher.*

*Principal.*

#### CITY OF MADISON.

In reply to your enquiries I would say:

1. No new school houses have been built in the city during the year, but important improvements have been made in some of those already constructed. These improvements consist mainly in an increased supply of blackboards, maps and charts; in the construction of walks and fences; the planting of shade trees, and the re-construction of out-houses.

2. We have three graded schools of three departments each, and a central grammar and high school, accommodating in the aggregate about seven hundred pupils. The general character of these schools is believed to be fully up to the average. Here, as elsewhere at the present time, the primary and intermediate departments are over-crowded, while some of the grammar departments are only partially filled.

3. Thirteen teachers are employed in the city schools, only five of whom are in the same departments as last year, although ten have had previous experience in the city schools in other departments. One of the number has been in the employ of the board seven years.

The average age of our teachers is *twenty-five and one-half* years, and their average experience is *six and one-half* years.

4. The attendance is *ninety-two* per cent. on the average membership—membership being determined as in the Chicago public schools.

The general deportment of pupils in the school rooms is good. There is some truancy, and less attention given to deportment of pupils outside of the school room than there should be. In this respect, however, there is at present a manifest improvement.

Few, if any, are unsupplied with text-books. The needy are supplied by the city Board of Education.

5. Very little interest is manifested in the schools by citizens at large or by parents. There are some causes for this apathy here at the State Capital, which it is believed, do not exist to the same extent elsewhere. Political and other assemblies; the meeting of the Legislature; the arrival and departure of troops, etc., tend to draw public attention from the schools, and at the same time cause much absence, tardiness and truancy of pupils.

Total number of visits to the schools during the year, 2,071, of which 381 were parental.

More than one-half these visits were made on the "last day of the several terms.

6. Among the many things that might be named as necessary to make our schools efficient and our people intelligent and enlightened, the following, it seems to me, are especially needed :

1. The inauguration of the township district system.
2. The establishment of a public library in each township.
3. The apportionment of school moneys on the basis of school attendance.

W. M. COLBY, *Superintendent of Schools.*

#### CITY OF MILWAUKEE.

1. The number, cost, etc., of the school houses in the city you will find in my report to the County Superintendent.

The only buildings erected during the past year were additions to the Round House, in the Sixth Ward, and to the Teutonia Street school house in the Ninth Ward, at an expense of about one thousand dollars.

2. The number of graded schools is nine, one in each ward, containing three departments each. There are also six branch schools, located in the suburbs. These are not graded schools.

3. There were seventy-seven teachers employed during the past year. Of this number nineteen were new teachers in the city, though many of them had taught previously. Twenty taught in the city two years. The remainder have taught from two to thirteen years. The youngest is seventeen years, the eldest forty six—average age about twenty-four or twenty-five.

4. The general average of punctual attendance is 85 per cent. The general deportment good during the year. A few cases have been reported to the office. They were mostly of a light nature, and easily settled by consultation with parents.

5. The interest taken in our schools by the citizens is not what it should be, nor what the real merits of the schools deserve. The number of visitors during the year was 594.

6. In reply to your last question, I would say that there are three causes operating to prevent the advancement of our schools. *First*—The want of primary school accommodation. Though we have large and beautiful school houses, yet our primary departments are over-crowded, containing from 200 to 400 scholars each. Our teachers over-worked, and the foundation of our whole system injured by the want of a few thousands wisely expended. *Second*—The want of a High School. Upon this point, I feel that it is not necessary for me to say one word. Every intelligent educator can see the necessity; if our wealthy citizens would pay by the way of a tax one-half of what they are willing to pay to support private schools, our whole city would be benefited and their children better educated. *Third*—Want of co-operation and unity of action among our teachers. We have no teachers' meeting in the city. When I was appointed Superintendent I sent a written communication to the School Board, asking them to adopt a rule requiring the teachers to hold regular meetings for their own benefit as well as the improvement of our schools. I am very sorry to say that the communication did not meet with a favorable reception, and the matter was dropped. I think these three are the

serious obstacles in the way of the advancement of our schools. Our teachers are faithful and industrious, but do not work together, or upon any well defined system. But little can be done in our primary departments for want of room. The High School, I trust, will one day be obtained.

*EDWIN DEWOLF, Superintendent.*

#### CITY OF PORTAGE.

Since my last report we have made important additions and improvements to our school buildings, enlarged our school grounds, graded the schools more perfectly, increased the number of teachers, and we trust improved their advantages.

The work of improving our schools commenced several years since and has been steadily prosecuted. Our people cheerfully submit to heavy taxation for the purpose, expecting to reap their reward partially in the present, but more fully in the future.

The new brick building mentioned in my last report has been so far completed as to be occupied by the high and grammar schools. In the second ward, two valuable lots, centrally located, have been purchased and the school house formerly occupying property not owned by the city, has been removed to them and so enlarged and improved as to accommodate an intermediate and a primary school. The city, now, with a single exception, owns all the buildings and property occupied by her schools. The value of her property may now be safely estimated at \$12,400. In 1859 it was estimated at \$1,550.

During the year the grading of the schools has been changed. At present they consist of a high school, a grammar school, three intermediate schools and three primary schools, under charge of the following teachers in the order named. Prof Jas. H. Magoffin, assisted by Miss Abby O. Briga. Mrs. Agnes N. Cornwell, assisted by Miss Luthera B. Waldo. Miss Maria Austin, Mrs. M. S. Ege, Miss Susan A. Waters, Miss Fanny E. Waldo, Miss Eliza Hunter and Miss J. Kate Miller. Eight of these have been in the employ of the city many years. Two were employed this year for the first time. The majority of them are over 30 years of age, and all bring to their work the experience of years in teaching. As a rule we avoid changing our teachers unless it is manifest that our schools are to be benefited by such change. We have only parted with one of the number steadily employed during the past year, Mr. Geo. F. Richardson. He left us for government employ. For many years he had proved himself a most thorough and efficient teacher, and we parted with him very reluctantly. As it takes time for teachers to acquire a knowledge of the mental, moral, and physical characteristics of their pupils, as well as the peculiar wants and notions of their patrons, when this knowledge is well acquired, competent and faithful teachers ought not to be dropped for any slight cause. Besides, permanency of employment strengthens the influence and elevates the character of this meritorious profession.

There were 1198 names on our school registers the past year. The average attendance was about 500. The general deportment of the pupils was good. Text books are furnished where parents or guardians are una-

ble to provide them. The appropriation for this purpose amounts to about \$20 per annum.

The patrons of our schools seldom visit them. This is the more to be regretted as many of them are among our most prominent citizens, who have had considerable experience in teaching, and might make many valuable suggestions. I have no means of determining the number of visitors during the year, but believe that hereafter it would be well to have them registered. Teachers from other schools occasionally call, they are always welcome visitors.

Further improvements are in contemplation. At present our schools are well filled. More school room is required and more teachers should be employed. We are also in need of more school room furniture and a school library. The utility of our schools is, however, much impaired by *absenteeism*. Patrons seem unconscious of the importance of punctual attendance. During the present term the attendance has been much improved by the establishment of a single daily session. The pupils are less tardy and remain during the day. Besides it gives them more time, night and morning, for such duties as may be required of them at home.

Notwithstanding all that has been done, something is still wanting to awaken many to the value of our school privileges, as well as more fairly to equalize our school expenses. There are many parents that never send their children to school; or if they do, it is for a very brief period during the year; there are others that manage to secure the full benefit of our schools without contributing anything to their support; while there is still another class that are forced to pay large amounts without having any children to be benefited by them. Now in order to secure a large attendance as well as to equalize the cost, would it not be well to require by law a registration of all children of school age, and to impose a nominal tax on them, to be paid by their parents or guardians for school purposes? Would not such registration and tax (in addition to the one now levied upon property) increase our school monies more fairly equalize the cost, and by bringing the matter directly home to parents, tend to secure a fuller attendance of pupils? Privileges, however valuable, are not always appreciated if enjoyed without cost or trouble.

HENRY B. MUNN, *City Superintendent of Schools.*

#### CITY OF KENOSHA.

1. We have built no new school houses, nor have we made any improvements in those formerly built.

2. All the schools are graded : commencing with sub primary, one room; primary, three grades in three rooms with one teacher in each; intermediate, three grades, as above; two grammar schools of same grades in different parts of the city, each containing two classes, called A and B classes; it being expected that the scholars spend two years in the grammar school; and the high school, four classes, with a course of study designed to cover four years.

3. The number of teachers employed is 13. Eight are the same as employed last year and five are new teachers in our schools, although possessing some previous experience. The average age of the eleven female teach-

ers is perhaps 20 years; of the gentlemen teachers perhaps 30 years.

4. The general interest manifested in the schools by parents seems highly satisfactory, although this interest does not manifest itself in as frequent visits to the schools as could be desired.

I enclose herewith a copy of the revised school regulations, published during the past year.

The principal change in the course of study is the removal of mental and moral philosophy from the high school, where heretofore those studies have been pursued for the last two years of the course, and the substitution of English and American History, and the history of English and American Literature.

More attention than heretofore is also given in the high school to reading, spelling, penmanship and grammar.

F. H. HEAD, *Superintendent.*

#### CITY OF SHEBOYGAN.

1. Our school houses remain the same as last year, with no improvements beyond ordinary repairs.

2. The schools of this city are arranged in six grades; the sixth grade is the third primary department of three classes, in which the instruction is almost entirely oral, combined with the National Primer and 1st Reader. The 5th grade is the 2d primary department of two classes, embracing 2d Reader, Primary Geography, &c.; the 4th grade is the 1st primary department of two classes, embracing 3d Reader, Primary Arithmetic, Monteith's Manual of Geography, &c.; the 3d grade is the intermediate department of three classes, embracing 4th Reader, Int. Arithmetic, Geography, Writing, &c.; the 2d grade is the Grammar department of two classes, embracing 5th Reader, Arithmetic, U. S. History, English Grammar, Physiology, &c.; the 1st grade is the high school department of four classes, embracing a thorough course, such as is usual in the high schools of this State.

In the primary departments, especial importance is given to oral instruction, and teachers are hired with particular reference to their ability in this direction. In the intermediate and Grammar departments, we insist upon those more common things, such as the great bulk of our scholars must have and must get before they are sixteen years of age.

3. We employ ten teachers. Six of our teachers were with us the last two years. They will average 14 years of age, and have had from one to fourteen years experience, probably will average five years each.

4. Our report for this term, show a registration of 718 names, with a daily average attendance of 621. Our per cent. of punctual attendance, varies in different departments, from 80 to 98, general average, 96. We have no scholars unsupplied with books.

5. The people are very much interested in everything pertaining to their school. We have the best building in the state, north of Milwaukee, and the tax is voted regularly and cheerfully. In nearly two and one-half years I have not had a single instance in which I have not been fully supported by parents, in the discipline of their children. I make it a point to communicate freely with the parent, concerning the progress of the child, and

have always received a cordial support in school, and a hearty welcome at the fireside.

Yet, I think this people neglect one most important auxiliary to the best success of their school, by neglecting to visit it only upon examination and exhibition day. These are well enough in their place, but they can never take the place of the frequent, social visiting of the school by parents.

I would urge some measure to secure a more uniform standard of teachers' examinations. In this county, less is required to obtain a certificate, than to enter our third grade. I can do nothing in normal instruction for the county at large, because the teachers can pass without it.

I have never been in favor of an elective county superintendency, and I am less in favor of it now, than ever. They should be appointed by some authority who will examine their qualifications for so high an office.

Cannot something be done to systematize our text-books? We should have a uniformity throughout the county, at least, throughout the State would be better. I will send you our blanks, &c., as soon as the new ones are completed.

S. D. GAYLORD, *City Superintendent.*

#### CITY OF RACINE.

1. No changes have been made in school houses during the past year, beyond usual repairs.

2. In the gradation of schools there are

- One high school,
- One grammar department,
- Six intermediate departments, and
- Nine primary departments.

A system of gradation or classification is commenced, which will, when complete, arrange the intermediate and primary pupils in eight classes or grades. In each of these grades it is intended that the same subjects shall be taught at the same time, and in the same way.

3. The answers to this query will be found in the following table :

No. Teach-rs.	Previously employed in Racine.	Employed last year in same sch.	Av. Age.	Av. Yr's Ex.	Salary.
1	1	1	35	14	\$1,500
1	1	1	27	7	450
4	4	3	26.5	6.5	400
5	4	1	25.	6.	350
7	5	2	22.5	2.6	300
7 assist.	4	3	20.5	1.3	200

4. The general average of attendance for the last year was,

	Fall Term.	Winter Term.	Spring Term.	Total.
High school, per cent.,	98.	99.	96.	97.6
Grammar dept.,	97.9	97.6	95.6	97.
Intermediate depts.,	93.9	94.5	93.5	93.9
Primary depts.,	90.6	91.5	91.9	91.8
Average of depts.,	94.8	95.6	94.2	94.8
Actual per cent. not reckoned by departments,	93.2	93.8	94.1	93.7

\* Principal and Superintendent.

The general deportment of pupils has been satisfactory.

Some 30 are reported as not properly supplied with text books by their parents, or about 2 per cent.

5. The interest manifested by parents, though not as great as under former administration, is perhaps as much as could be expected during the present excited state of the public mind.

I am unable to give the precise number of visits made in all the schools, but from the data reported, the total is not far from 3,000.

S. H. PEABODY, *Superintendent.*

No special reports have been received from Appleton, Beaver Dam, Janesville, Mineral Point or Watertown.

#### COUNTY SUPERINTENDENCY.

It is now three years since the law, creating the office of County Superintendent, was passed. That it has advanced the interests of education in the state, is generally admitted, and were it possible to secure the services of men for this office, who possess the culture, character, energy, skill and tact necessary, there could be devised no means more efficient than this agency. The labors to be performed are arduous, and such men should be elected to fill this office, as are worth more than the meager amount now paid.

These officers have, during the past year, cordially co-operated with the State Superintendent, in all plans for advancing the interests of education. Their work has been most useful, and, in many instances, most efficiently performed; the sacrifices they have made are creditable to them personally, and deserve the gratitude of those for whose good they have been made.

On the 19th of November, the following note was addressed to Hon. J. L. Pickard, Superintendent Chicago Public Schools:

Hon. J. L. PICKARD,

My Dear Sir:—Your resignation of the office of Superintendant of Public Instruction, in October last, so generally regretted by the people of this state, prevents you from making the sixteenth annual report, which your familiarity with our educational interests so well fitted you to prepare.—Permit me to request that you allow me to embody in the report from this department for the present year, such suggestions as you may find time to make, and to assure you, that by so doing, you will confer a favor upon the friends of education throughout the state.

I am very respectfully,

Your Obedient Servant,

JNO. G. McMYNN.

It affords affords me much pleasure to be able to embody the following reply in this report:

OFFICE OF SUPERINTENDENT OF SCHOOLS,  
CHICAGO, December, 1864.

Hon. JOHN G. McMYNN, *Supt. Pub. Inst., Madison, Wis.*:

Dear Sir:—Your favor of 16th November is received, and its request shall be complied with so far as my time will permit.

For the first two months of the year 1864 I was engaged in correspondence with the newly elected County Superintendents, and in holding personal interviews with them at points convenient of access to all. The object I had in view was to secure uniformity of action on the part of the superintendents for the first time entering upon the discharge of their duties. The severity of the weather compelled me to abandon one appointment at Appleton, as the roads were so blocked by snow that the trains were unable to run for a day or two at the time of the appointed meeting. At Milwaukee, Milton, Fond du Lac, Tomah, Durand, River Falls, Appleton, Boscobel and Oak Grove, meetings for conference were appointed, all of which, except the case mentioned above were met, and nearly all the superintendents invited attended these meetings. The meetings at River Falls and Durand were held in April in connection with institute exercises at the former place.

During the months of March and April I attended many examinations of teachers in different parts of the state. During these four months 24 public addresses were delivered by myself or my assistant—three in Rock county, two in Waukesha county, two each in Milwaukee, Jefferson, Grant and Pepin counties; one each in Dodge, Monroe, Sauk, Columbia, Dane, Crawford, Richland and Green counties, and three in Pierce county.

Between the middle of May and the first of July I was absent from the state, but was for a part of the time, engaged in consultation with educational men and in visiting schools in several of the larger cities of the east.

During the months of July and August I was occupied almost entirely in the duties of the office, anticipating the work of September so far as it could be done. For the institute work of September I employed my brother, J. C. Pickard, myself attending to all necessary correspondence. My resignation took effect Sept. 30th, thus bringing my labors to a close just as the annual reports from the several counties were beginning to come in. The material for the statistical report of the year is all in your hands. The books of the office show the condition of the dictionary account, as also of the library fund account.

The expenses for travel were unusually heavy during the year, amounting, with balance from previous years, to six hundred and nineteen dollars or nineteen dollars more than the appropriation for the year. From this it will be seen that for four years and nine months the traveling expenses of the department have exceeded by nineteen dollars the amount appropriated for that purpose for five years. In this account of course are included all expenses incident to travel, and which would not have been incurred but for the travel.

The catalogue of books in the library, made when I entered the office, may be compared with the library itself, and will show, I think, due diligence in its care and preservation. I have been compelled, in order to preserve the library, to refuse to all persons permission to borrow books. One book only had disappeared at the time of my leaving the office. In vain have I endeavored to trace it and to recover it.

I trust you found the affairs of the office in as good condition as they were at the time I entered it. It has been my effort and my pleasure to leave there such a record of my doings as will make it easy for my suc-

cessor to ascertain the course I have pursued, that he may the more readily correct my errors, and improve upon my methods.

All appeals have been carefully numbered and filed, and the decisions upon the same are recorded in full.

A full index of opinions has been prepared, referring to the letters containing these opinions in full. All letters received will be found carefully filed with date of writing, posting, receipt, and answer indicated upon them.

I would here award to my faithful assistant, Mr. A. J. Craig, the credit due him for his excellent suggestions, timely aid, and cheerful co-operation in all efforts to make the work of the office systematic, orderly and prompt.

The uniform kindness of all who have been associated with me during the past five years will ever be remembered with lively gratitude.

For the reason of my resignation and for the expression of my feelings upon leaving the State to which I have been so long attached, and which has so repeatedly honored me with its confidence, I refer you to my letter to superintendents, teachers and other friends of education, published in the October number of the Journal of Education. I will address myself to the performance of the promise made in that letter.

Two words will express in brief the advice I would give teachers—**AVOID EXTREMES.**

And yet I am hardly content to leave you with so short a text, for our views may differ as to what constitutes extremes in education and in discipline.

You have often had urged upon you the necessity of being what you would have your pupils become. The fact that your pupils will *become* what you *are*, gives force to this advice. In no other way does the teacher so impress himself upon the pupils under his charge as by his example. It becomes us then to give due attention to this matter of *The Teacher's Personal Habits*.

Avoid extremes in dress. Ragged clothing, carelessness of attire, a generally slouched appearance are no worse than fancy cravats, massive rings, dazzling chains or tawdry ornaments. The one encourages neglect of the body, without demanding mental or moral culture; the other gives undue prominence to the body, while it sacrifices both head and heart. Plain and neat attire best suits *real men* and *real women*.

Every movement of the teacher speaks. Intelligent and refined patrons will be satisfied with nothing short of refined manners. Not like the refinement of the spider's web, which has for its sole object the ensnaring of its victim; but like that of the silk-worm's web, which is made useful to others, though not at the outset as showy or attractive. This includes quiet and orderly deportment which allures and wins, and forbids all stormy raving, coarse and vulgar boorishness, and careless postures in the presence of pupils or others, on the one hand, and, upon the other extreme, all simpering, silly affectation.

Teachers often put extreme estimates upon their own abilities. Some are forever harping upon their own merits, and others with an equal lack of good sense, continually and persistently decry themselves. The former will fail through lack of co-operation denied by a disgusted people; the latter will fail through lack of energy to dare and do.

There is no class of professional men who can make more outside show upon less capital than teachers. Almost constantly associated with inferiors, and accustomed to authority, it is easy for them to pass into that state of hallucination which will suffer them to glory in their own greatness, and to grow into a belief that they are the embodiment of wisdom. Again, employed by men who look more to outside evidences of progress than to real and substantial growth, and feeling assured that their popularity must depend upon pleasing such men and flattering vain parents, they spend much time in preparing for holiday parades, and soon assume pompous airs while leading forth their little host in review. The eclat gained at such entertainments provokes the teacher to the belief that he has achieved a *merited* success, and his self-conceit is fattened. His forte is ascertained, and he grows only in that direction. The temptations are strong, and many, who might have been mighty, have fallen before them.

The opposite extreme is not as ridiculous or as blameworthy, but many a teacher failing to see immediate results is plunged at once into a slough of despond. He has mistaken his calling, and all labor therein becomes to him mere drudgery. A teacher of ordinary attainments, wishing to avoid these unhappy extremes, will modestly learn wisdom of others, and calm in the persuasion that he is laboring faithfully toward a right end in the right way, and by use of the right means, he patiently awaits results. One may dig deep in our Western prairies and find neither hazel nut nor acorn, and yet when fires are checked both oak and hazel bush appear. The true teacher well knows that when the fires of ignorance and superstition are kept off the cultivated mind, the seed planted there, though long and securely hidden, will germinate and grow to the blessing of mankind.

Intimately connected with the extreme views teachers take of their own ability will be found extreme views of the character of their work. But here the extremes all lie upon one side of what should be the golden mean. None can place too high an estimate upon the importance of this work. Many may fail to appreciate its value. One runs into the mad chase after physical culture as the *ne plus ultra* of education, and would make a giant with neither brain to direct to a proper use of the power gained, nor heart to be moved by sympathy with, or love for the many worthy objects in whose behalf this giant power should be used. Others, neglecting both body and heart, fill the brain with knowledge, which will be denied to all others and make of its possessor a selfish and dyspeptic misanthrope. Others toil at the heart of the pupil until they awaken there sympathy and love for the right and hatred for evil, but there is neither muscular power nor brain power to do what the pupil so keenly *feels* ought to be done, and in despair at the hopeless misery and incurable vices of this world the victim of mis-education either becomes a recluse in this wicked world, or hastens himself to some other, which he faintly hopes may prove a better world. The proper and happy blending of these three extremes will bring the teacher back to his true position. President Hill defines a child to be "a will governing a body under the impulse of passion, and under the guidance of reason." This definition suits my present purpose. From this it will appear that the passions (including the affections) and the will are of no less consequence than the reason, nor would

either be of much worth except as connected with the body. The vessel propelled by wind needs both helm and master. The steamer with engine needs both pilot and rudder. Helm and master can be of little service to an unseaworthy ship. Engine, pilot and rudder may the sooner sink a rotten steamer. The body must be the first care of every sensible teacher. All exercises of the school room must have due regard to the body, without whose healthy action all other powers must prove of less avail, whatever their degree of culture.

And yet physical training alone will not cultivate the mind nor save the soul. A complete master of Lewis' light gymnastics may be an ignoramus or a rake, or both. The grace and beauty this system most surely develops, will but make the fool less respected, and the profligate more dangerous. No sensible teacher will therefore make it the end of his work, but will use it as a very efficient means to a higher and holier end, the intellectual and moral culture of the being who dwells in the body, and makes it for himself a comfortable home.

The will must be trained, not broken. The child with a broken will is a steamer with an exploded boiler. The breaking of the will as it is attempted, and sometimes accomplished, by the Squeers class of teachers, emasculates the child and makes him an inoffensive and useless nobody. The will needs training.

There is no passion to which the human heart is subject that has not its use. Anger, hatred and kindred passions are not necessarily malevolent. Their exercise may be an act of benevolence when brought to bear upon proper objects and in the right way. God, the embodiment of all goodness, is said to exercise hatred and anger. These passions need to be cultivated, not smothered. Much of the mischief of little children, and of the waywardness of older children, comes from an attempt on the part of the teacher to crush out of the child that which is a part of his nature.

Understanding the character of his work the teacher may still mistake the capacity of his pupils. Here are dangerous extremes to be avoided. In nothing connected with the teacher's work is there so much to call out the exercise of common sense as in the estimate he places upon the capacity of his pupils. Precocious children are urged forward into an overgrown imbecility, while those of less mental vigor are chided into almost listless idiocy. "Crack scholars" and "crack classes" are too often paraded before a wondering public by a teacher, when ambition gets the better of his sense. Pride, haughtiness and conceit are thus fostered. Those, whose only fault is that of a more natural development, whose minds grow slowly while the body is attaining its strength and vigor, are driven back into the shade from which they are never called forth to feel the sunlight of a smile, or the cheer of a kind word. They cannot, and of course will not try. One class burns out quickly, the other shoulders out, for in their deep retirement they are fanned by no breeze, and stirred by no ambition. Oft as I have seen a class sacrificed to the vain attempt to pull or push the majority into an even pace with the few marked ones, I have thought of the gardener, who wishing to save time and expense, planted some flower seeds with his pole beans, that the stalk might serve as a support to the climbing bean. True to its nature the bean coiled spirally about the stalk of perpendicular growth and its reliance upon the sun-flower proved its ruin,

for it had hardly fastened to its proud supporter before it was pulled up by the roots, and thus the more useful was sacrificed to the more showy.

While single individuals of any school may become great by the accident of station, the majority, and a very large majority, must be relatively small men. It is the wildest conceit in a teacher to see in every urchin before him a president or governor or congressman ; and to be so possessed of this conceit as that his course shall be shaped toward a special fitting of these future magnates for their stations is the veriest folly. If through fortune's freaks, any one of the whole number should be lifted into place and power, it is far better that his early training should have been such as to develop his goodness, his humility. The training of the child should have reference to the certainty of his manhood, rather than to the probability of his exaltation, to his actual rather than to his possible wants. Nor will he display a greater common sense, who, knowing that the large majority must be trained for ordinary duties, selects the few who are to be honored of men, and impresses upon them the sense of their importance. The embryo president, in the end, may prove a hungry waiter upon the table of his less promising schoolmate. Fortune will make a mock of all foolish predictions.

The true teacher will know no prodigies to laud, no dunces to berate. Convinced that minds differ, he will neither overtax the moderate, nor delay the non-active, but he will curb the child whose brain outruns the body, while he encourages, or it may be, goads the one whose body saps the brain. There is one extreme to which I must call attention in this connection. The mental digestive organs of our children must be of enormous size and power, if they prove adequate to the task imposed upon them by many of our extremists, who believe boys and girls of 13 can master, in the course of a few easy oral lessons, what the lifetime of Newton, of Cuvier, of La Place, Copernicus, of Prescott, and of other ripe scholars and thinkers was not sufficient for. In our mad haste to know the most of everything in the least possible time, we learn nothing well. While I admire the principle of oral instruction, and deem the introduction of what is called object teaching a great and desirable improvement, I would caution all against the extreme notion that this is the grand highway to knowledge, and that hereafter pupils have nothing to do but sit in luxurious coaches, while they are carried with railroad speed to the very summit of the hill of science.

Pestalozzi says : "The first object in education must be to teach the child to observe with accuracy ; the second to express with correctness the result of his observations."

Both these objects require much long continued and patient labor for their attainment. No new systems of education will change in the least natural capacity, nor can we yet disprove the maxim, "there is no excellence without labor." Mind is about what it has been for centuries past. Methods have changed, but none have yet done away with the good gospel order of things—"first the blade, then the ear, then the full corn in the ear." I do not expect to live to see the time when mental perfection shall be the work of a day, or when mental activity shall no longer bear any relation to mental vigor. To accomplish anything one must labor. He may not tread the same road his fathers traversed, but his movements as well

as theirs must be step by step. The hill of science has not been graded down, nor has the skill of man devised any easier route to its summit. The paths are more numerous and they are opened to more students, but each one who would reach the summit must toil as others have done before him. He who listens to pretty stories glibly told, or swallows crude ideas, sugar-coated that they may tickle the palate, and fancies that thus he is to be "borne on flowery beds of ease" to the end of his intellectual journey, will find himself still and forever at the foot of the hill. He must gird himself to the task before him. He may enjoy pleasant scenes, snuff sweet odors, taste luscious fruits, as he goes on, but he must himself go on if he would go up. That teacher who would persuade himself or his pupils that he can carry them around obstacles by a little object lesson detour, is a dangerous extremist. No part of the teacher's work requires so much hard study as that of preparation for giving a correct object lesson; such a lesson as shall impress truth upon the mind of the child in such a manner as to awaken his curiosity, to fire him with zeal in its pursuit, and to cultivate all his powers, by presenting and enforcing the necessity of their exercise. An object lesson should be so presented as not to satisfy the mind, but to awaken in it new thought, and thus lead it to more earnest seeking after truth. It should never diminish the labor of the student, but should demand greater labor and secure the supply of its demands through the interest awakened in the subject by its careful and proper presentation. Object lessons will not diminish the labors of the teacher, but will increase his labors, and those who expect an easier task because of the introduction of this principle into our system of education, may as well cease to aspire to the work of the teacher at once. I regard this method of instruction as valuable when properly viewed, and suitably prepared for, but as a very dangerous experiment in the hands of the unqualified, who attempt "to daub with untempered mortar." What shall be done? Shall it be thrown aside because effort must be made to prepare for it? No true teacher will for a moment listen to such a suggestion. Some will tire in the race and fall out. Some will prate noisily about some few qualities of objects, very improperly understood, and dream of success, but they will after a while awake to find it but a dream. Accept this improvement with a full purpose to make it an improvement. To accomplish this result you must spare no pains, shrink at no toil, yield to no discouragements, but press heartily and with single eye onward in the work you are determined to honor. In spite of the truth set forth by Dr. Holland in his letter to Thomas Arnold Jones, labor to make "the larger view of teaching and of education," the prevalent view. Read what Dr. Holland says:

"It is astonishing how almost universally it is the opinion that education consists in the cramming into a child's mind the contents of a pile of text-books. I do not think that I exaggerate at all when I say that three quarters of the teachers of American youth practically consider fitness for teaching to consist in the ability to conduct recitations from the usual text books, and that three quarters of the people who have children to be educated regard education as consisting entirely in acquiring the ability to answer such questions as these teachers may propose from the text books in their hands. The larger view of teaching and of education is not the prevalent view. Teaching is conducted often by men who are not compe-

tent to do anything else. They take up teaching as a preparation for other work. A man teaches as a preparation for preaching—as a stepping stone to something better—as a means of earning money to enable him to learn enough to do some other work. "*Fitness for teaching*" seems to come a long time before fitness for anything else comes, and is certainly not regarded as indicating a very high degree of intellectual advancement."

Mistaken views of a child's capacity lead to other extremes in the manner of imparting instruction. Some expect too much of children, others give them very little credit for any intellect. Some help too little, others too much. Some give strong meat to babes, others dilute very much the milk they should have. In the former case, the digestive organs are destroyed by having too much to do; in the latter, they are worn out in the vain chase after something they may do. While I have no love for, or desire to see, infant prodigies, incessant, small, baby talk disgusts me. Those, who under the fancied necessity of *coming down* to the capacity of children, use the silliest twaddle, are as much to be pitied for their folly, as the man who, in addressing an infant class, asked them for "an epitome of a discourse" they had heard, and then fearing that the word "epitome" might not be thoroughly understood by them, politely told them, that it was "synonymous with synopsis."

Teachers should address children as if they had minds, but should remember, that they are children, whose minds as yet have little grasp. They should never use words that a child *cannot* understand, but may use words that a child *does not* understand if still within the reach of his comprehension.

But leaving *manner* of instruction let me glance at extremes in the *matter taught*. In this country everybody *calculates*. Calculation is with too many the end and aim of all education. You will find in the primary room *calculi* or small stones; a little farther on, the numeral frame and child's arithmetic; yet farther along, the slate and "ciphers book," day books, journals and ledgers, algebras, geometrics, and ending as you begin, with calculus the educated man becomes a calculating animal. This is well enough if you would make of a man an Arabic character or dollar mark. This I do not understand to be the design of our Creator, though, perhaps, some "cute Yankee" may think it would be a great improvement upon the original. This will serve as a sample of a class of extremists I would condemn, viz: hobby-riders. Whatever the name of their steed, they are narrow-minded extremists.

Here I may be met by the *eminently practical* man, who would teach nothing but that which may be immediately and directly used—the man of the Gradgrind stamp, who would neither paper walls nor carpet rooms, lest contrary to fact—flowers should be trodden under foot of men in sitting-rooms or parlors, or horses be found walking up and down the sides of rooms, or trees and houses be found standing there without support—the man made up of dry facts, hard, angular and repulsive.

God has given to all pupils fancy, imagination and curiosity. These are efficient helps in the pursuit of knowledge. They demand cultivation, or, it may be, restraint, but they should never be smothered under a dry load of practicalness. Again, school hours are not sufficiently long to war-

rant the attempt to crowd the mind of the pupil with *all* the facts proper to be learned. It is better to give the more important or leading elementary facts, and so to awaken thought and excite curiosity, as to secure the acquisition of new facts after school days have ceased. Our text-books contain many things that are better forgotten than remembered. All contain much more than it is worth the while of any pupil to memorize. The least important often absorb the time that should be given to the more valuable. *Avoid extremes here*, for there is as much danger in discarding the book entirely, as in adhering to its every letter. The jewels must be selected from the mass—the things worth *remembering* selected—the things worth forgetting cast aside.

The road traveled repeatedly, becomes uninteresting to any one who has not his eyes and ears open. Some plod on in the same dull and prosy manner, year after year, with no new illustrations, repeating word for word the text-book used: others forgetting the past, rush after novelties till they leave entirely the path they should have trod, until they are lost in a wilderness boundless, monotonous and uninteresting. While it is absolutely necessary to preserve the same road, in the main, the teacher who would avoid extremes, will study out new attractions by the way, so that the *same* may appear to himself and his pupils a *new* way. It was my good fortune to listen to a course of lectures upon natural science, by a gentleman who had occupied the same place for more than forty years. He kept his heart young during this long period. His mind was ever fresh and lively. By close study, he kept pace with the advances made in each department of natural science, and came to successive repetitions of his annual course of lectures, with increased zest and interest. Long experience and practice had made his manipulations perfect, and I rejoiced often, as I heard him, that I was a member of his *fiftieth* rather than of his *first* class.

The field of natural science is perhaps better adapted than any other to the growth of the teacher, but there is no necessity for the tiller of any field becoming dwarfed and dried. Facilities for new illustrations multiply on every hand. The true teacher will seek for, appropriate and digest such food as he may find after diligent search.

Variety of illustration is demanded by different habits of thought, and he who uses no others than those furnished by the text book he adopts will fail to reach a large class of his pupils. Different minds reach the same result by different roads. *Physicians* adapt their medicines to the constitutional habits or the present physical condition of their patients. *Quacks* have one dose for every ailment, and each dose is pronounced a specific for every disease to which flesh falls heir.

In the *discipline* of the school, as well as in its *instruction*, there are extremes to be avoided. The relation of the teacher to his pupils should be neither that of an overbearing task master or overseer, nor yet of an eaves-dropper at watch. Nor should he allow his pupils the license so freely used by those who would only "*be let alone.*" He must neither be cruel nor lax in discipline. *Consistent firmness*, tempered with kindness, will be his rule.

"A little knowledge of human nature is essential to the education of the morals, and to the deportment of the pupils. For the want of it, many a child has had his spirit chafed, his temper soured, and injury done

to his disposition, which no knowledge acquired could compensate or atone for. It is one thing to govern a scholar, and quite another thing to lead the scholar to govern himself. It is one thing to subdue a child to right action by the rule, and another thing, by a little address, to lead him to choose that right action. The former educates his bad passions, making him impatient and malicious; the latter educates his better feelings in all that is lovely and of good report. The latter alone is education, in its only appropriate sense."

In all that pertains to the discipline of the school room, the order of good sense is, first what is right, then what is useful, then what is proper and, last of all, what is expedient. Whatever is right cannot but be useful and proper. Whenever but one course of action in any given case is right, that course is also expedient, and it is the only expedient course. When a choice may be made between several courses of conduct, either of which is absolutely right, then the most expedient may be the best. The philosophy that makes expediency the basis of right, and makes all virtuous action spring from policy, must inevitable fail to make men better. Those who have tried it have felt its fallacy. In all the work of a school room, the teacher of common sense will abide strictly by the right. From several right courses, he will select such as in general will best accomplish the end sought; from these he will choose such as are best adapted to the class of cases immediately before him, and between the proper courses he will decide upon that which will, in the particular case, most speedily produce the desired result.

The relation of the teacher to his patrons bears directly upon his success in the discipline of the school. He must be neither an *outcast* nor a *meddler*. He will neither *assume* nor *presume*. He will not show *conceit* nor undue *familiarity*. He will be neither *pedantic* nor *uncouth*. In all his intercourse with men he must be above others without impressing them with a sense of his superiority. "He may have more learning, but he certainly has less manners," was a remark I overheard a short time since, as I passed some workmen who were discussing the relative merits of two teachers.

The teacher should be a citizen in sympathy with those about him and conforming to the circumstances surrounding him. I cannot express, so well as is done by Dr Holland, what I would say upon this point. In his letters to Thomas Arnold Jones, from which I have before quoted, I find the following excellent advice:

"I wish to impress upon you the great truth that your excellence and success as a teacher depend entirely upon the style and strength of your manhood. The ability to maintain order in the school, and to conduct recitations, with measurable intelligence, is not extraordinary. It is possessed by a large number of people, but that higher power to which I have attempted to direct your attention is extraordinary. The teachers are not many who possess it, or who intelligently aim to win it. It is not a garment to be taken off like a coat, but it is the result of the loving contact of a generous nature with those great and beautiful realities of which the text books only present the dry definitions. The greatest naturalist of this country—perhaps the greatest of any country—is a teacher whose equal it would be hard to find among nations of teachers; and this is true, not

because he knows so much, but because he is so much. No young mind can come within the reach of his voice and influence without being touched by his sublime enthusiasm. No pupil ever speaks of him, save with brightened or moistened eyes. I have heard women pronounce the name in many places, scattered between Maine and the Mississippi, and always in such terms of gratitude and praise that it seemed as if the brightest days which they recalled were not those of childhood, and not those spent with parents, or lovers, or husbands, but those passed at the feet of that noblest of educators and inspirers—Agassiz. Dr. Arnold was a great schoolmaster simply because he was a great man. His ‘fitness’ for hearing recitations was the smallest part of his fitness for teaching. Indeed, it was nothing but what he shared in common with the most indifferent of his assistants at Rugby. His fitness for teaching consisted in his knowledge of human nature and of the world, his pure and lofty aims, his self-denying devotion to the work which employed his time and power, his lofty example, his strong, generous, magnetic manhood. That which fitted him peculiarly for teaching was precisely that which would have fitted him peculiarly for any other office in the service of men.”

With the earnest labors of the teachers of Wisconsin I have been acquainted; of their self-sacrificing toil I have been a witness; to their devotion to their work I bear testimony, and yet I can find no more fitting advice than is comprehended in this brief sentence:

“The best way to improve one’s condition is to improve one’s self.”

To you, sir, my successor in the great work of superintending the educational interests of a noble state, I commit these interests most cheerfully, assured that your experience and your long familiarity with the work will correct the errors into which I may have fallen. And let me bespeak for you, though I need not do it, the sympathy and cooperation of those who have made my labors so pleasant during the time I have been connected with them.

Very Truly Yours,

J. L. PICKARD.

### SCHOOL FUND.

By section 2, of article 10, of the Constitution, it is provided, that “the proceeds of all lands that have been or hereafter may be granted by the United States to this State, for educational purposes, (except lands heretofore granted for the purposes of a University,) and all moneys, and the clear proceeds of all property that may accrue to the State by forfeiture or escheat; and all moneys which may be paid as an equivalent for exemption from military duty; and the clear proceeds of all fines collected in the several counties for any breach of the penal laws; and all moneys arising from any grant to the State, where the purposes of such grant are not specified; and the five hundred thousand acres of lands; to which the State is entitled, by the provisions of an act Congress, entitled ‘an act to appropriate the proceeds of the sales of public lands, and to grant pre-emption rights,’ approved the fourth day of September, one thousand eight hundred and forty-

one; and also the five per centum of the net proceeds of the public lands to which the State shall be entitled on her admission into the Union, (if Congress shall consent to such appropriation of the two grants last mentioned,) shall be set apart as a separate fund, to be called the School Fund."

By sections 24 and 25, chapter 29; and section 1, chapter 67, Revised Statutes, it is also provided, that twenty-five per cent. of the net proceeds of the lands granted by act of Congress, approved September 28, 1860, and all the purchase money for the lands selected by or under the authority of this State, in lieu of swamp and overflowed lands, sold or otherwise disposed of by the United States, since the passage of the aforesaid granting act, shall form a part of the School Fund.

It will be seen that the School Fund is derived from the following sources:

1. Every sixteenth section.
2. The 500,000 acres granted by act of September 4, 1841.
3. Swamp lands, (one-fourth according to State law.)
4. Fines for breaches of penal laws.

The five per centum of the net proceeds of sales of public lands, to which the State was entitled upon its admission into the Union, has not yet been received. This sum has been withheld by the General Government, on account of claims against the State, growing out of the Rock River canal grant. This account, it is believed, will soon be adjusted and settled, the matter having been referred to the Commissioner of Public Lands, under direction of the Department of the Interior. The amount that ought to be realized from this source is about \$260,000, subject to such claims as the Government may have against it.

The amount accruing to the School Fund from fines and forfeitures during the past year is but \$1,483, 18. Some legislation would seem to be necessary, in order that the fund may not entirely lose what it ought to receive from this source. Every county treasurer should be required to keep an accurate account of all moneys paid to him on account of fines, penalties and forfeitures, separate and distinct from other accounts, and of the expenses deducted by the supervisors, as authorized by section 7, chapter 121, laws of 1859, and a statement in detail should be transmitted to the State treasurer accompanying the amount paid into the State treasury. An annual report of the condition of this account should be required from every county treasurer to the State treasurer, whether the expenses incurred by the county for prosecuting for fines, etc., exceed the receipts or not.

Sixteenth section lands and the 500,000 acre tract, have been mostly sold, the purchasers paying ten per cent. of the purchase money in advance, and receiving certificates of sale upon which seven per cent. annual interest must be paid in advance. By act of April 2, 1863, the Legislature changed the conditions of sale as follows:

**SECTION 1.** The commissioners of school and university lands are hereby authorized and required to graduate and reduce the prices of school and university lands now belonging to this State, in the manner hereinafter specified. Upon all such lands as have once been sold, and forfeited, and resold to the State, and which shall remain in the hands of the State un-

sold upon the day of the passage of this act, the price shall be reduced, by deducting from the price now fixed by law, the amount of the interest, penalties, and advertising due the State at the time of such re-sale, and twenty per cent. of the amount of principal due the State at the time of forfeiture: *provided*, that in no case shall such lands be sold for less than seventy-five cents per acre, exclusive of all taxes.

Sec. 2. Upon all school and university lands now belonging the State, which have once been offered for sale, and not sold, and which shall remain unsold on the day of the passage of this act, the price now fixed by law shall be reduced by deducting therefrom thirty-three and one-third per cent: *provided*, that in no case shall such land be sold for less than seventy-five cents per acre.

Sec. 3. At least one-fourth of the purchase money of all school and university lands shall be paid at the time of the sale thereof, and the commissioners may require the whole price thereof at the time of sale, if in their judgment the interests of the State shall demand it. In case full payment be made at the time of purchase, no affidavit shall be required of the purchaser.

Interest paid previous to the 31st day of May is by law made advance payment. Six months are allowed for redemption of lands forfeited for non-payment of interest, and a penalty of three per cent. upon the purchase money due is required of the holder of the certificate. At the expiration of the time allowed for redemption, the lands are offered for sale, and if no purchaser appears, they are bid in by the State.

Until 1862, all money received from sale of school lands, and one fourth of that received from sales of swamp and overflowed lands, with the proceeds of fines paid into the State treasury, and the three per cent. penalty for non-payment of interest, were loaned at seven per cent. interest in sums not exceeding \$500 to one person. By act of March 28, 1863, it is provided that "The Commissioners of the school and university lands are hereby authorized and directed to invest, in preference to all other loans and investments, the principal of the school fund now in the treasury, or which may be hereafter paid in, in the bonds of the State of Wisconsin. Interest shall be paid on the funds so invested, at the rate of seven per centum per annum, on the thirty-first day of May, in each year; and a sum sufficient to pay such interest is hereby annually appropriated out of the State treasury for that purpose." Since March, 1863, the whole amount subject to loan has been invested in State bonds. Under existing arrangements the interest remains the same, the expense is diminished and there is no diminution of income from forfeitures.

The condition of the School Fund Sept. 30, 1864, was as follows:

Due on School Land Certificates.....	\$861,217 57
Due on Loans secured by mortgage.....	571,135 90
Due on Loans to the State,.....	620,000 00
Due on Swamp Land Loans and Certificates,.....	66,070 09
Total fund on interest,.....	<u>\$2,118,423 56</u>

The productive school fund is affected by forfeitures and amount of loans. Forfeited lands, when bid in by the State, diminish the productive fund, but increase the non-productive funds and therefore lessen the income.

The following is a comparative statement of the interest bearing funds for 1863 and 1864 :

	1863	1864
Due on School Land Certificates,.....	\$1,173,242 58	\$861,217 57
Due on mortgages and State bonds,.....	1,007,437 03	1,191,135 90
Due on Swamp Land Certificates and Loans,.....	81,786 54	66,070 09
Total productive fund,.....	<u>\$2,262,466 15</u>	<u>\$2,118,423 56</u>

There is, as appears from the above, a decrease of the interest bearing fund since the 30th of September of \$144,042 59. In school land certificates there is a decrease of \$312,025 01. This arises from an excess of forfeitures and payments over sales during the past year. In school fund loans there is an increase of \$183,698 87. This amount shows the excess of payments of certificates and loans over forfeited loans. The decrease of \$10,716 45 in swamp land certificates and loans arises from forfeitures and payments exceeding sales during the year.

The transactions in the Fund during the year, ending Sept. 30, 1864, are, according to the report of the Secretary of State, as follows :

#### RECEIPTS.

Sales,.....	\$31,635 91	.....
Dues,.....	151,950 97	.....
Loans,.....	116,504 53	.....
Penalty and advertising,.....	3,685 23	.....
Taxes,.....	28,378 11	.....
Fines,.....	1,483 18	.....
Refunded from counties,.....	86 48	.....
	<u>\$328,724 41</u>	

#### DISBURSEMENTS.

Loans,.....	\$308,353 00	
Delinquent taxes,.....	20,652 24	
Advertising,.....	1,965 99	
Refunded,.....	1,216 26	
Appropriation to Journal of Education,.....	318 00	
	<u>\$328,724 41</u>	<u>332,505 49</u>
Balance Sept. 30, 1863,.....	7,280 02	.....
Balance Sept. 30, 1864,.....	3,498 94	
	<u>\$336,004 43</u>	<u>336,004 43</u>

The appropriation of \$318 to the editor of the Journal of Education, from the school fund, was undoubtedly made by mistake, and will probably be refunded by the next Legislature.

The following statement, obligingly furnished by J. A. Bate, chief clerk in the school land office, shows the comparative amounts of land forfeited during the past two years :

<b>Forfeited lands,</b>	<b>1863</b>	<b>1864</b>
Number of tracts,.....	1616	1248

**SALES FOR 1863 AND 1864.**

Quarter ending Dec. 31, 1862, acres.....	9,821.89
.....do..... March 31, 1863, acres.....	12,476.36
.....do..... June 30, 1863, acres.....	12,196.36
.....do..... Sept. 30, 1863, acres.....	10,542.54
Total sales for the year,.....	45,037.15

Quarter ending Dec. 31, 1863, acres.....	18,613.90
.....do..... March 31, 1864, acres.....	8,307.37
.....do..... June 30, 1864, acres.....	11,090.32
.....do..... Sept. 30, 1864, acres.....	12,674.94
	50,686.53

**SCHOOL FUND INCOME.**

This fund consists of interest on certificates of sale, interest on loans secured by mortgage, interest on State bonds, and that portion remaining after deducting expenses for printing, clerk hire, protecting lands, appraising forfeited lands, etc., is annually apportioned, between the 10th and 15th days of June, to the counties of the State. Limited sales are usually caused by the same circumstances that lead to large forfeitures and thus the productive fund is diminished and the amount of income decreased.

The following statement shows the receipts and disbursements of the School Fund Income, for the year ending September 30, 1864.

**RECEIPTS.**

Receipts,.....	\$155,379 64
----------------	--------------

**DISBURSEMENTS.**

Apportionment by State Superintendent,.....	\$151,010 59
Clerks in Land Department,.....	6,941 54
Protecting lands,.....	871 98
Appropriation to Journal of Education,.....	2,583 75
Printing,.....	305 41
Refunded,.....	6,295 00
Dictionaries,.....	900 00
Appraisers of forfeited mortgaged lands.....	1,256 44
	\$155,379 64
Balance September 30, 1863,.....	170,164 78
Balance September 30, 1864,.....	29,721.47
	14,936 33
	\$185,101 11

The amount of the productive School Fund, in order to produce \$155,379 64, must have been during the last fiscal year, \$2,219,709.

## APPORTIONMENT FOR 1864.

On the 20th day of June, an apportionment was made to the towns and counties of the State. The amount per scholar, for all persons between the ages of four and twenty years, was 47 cents.

The amount apportioned was,.....	\$150,949 43
Extra to correct error of last year, Harmony, Rock County,.....	24 64

Making whole amount apportioned,.....	\$150,974 07
---------------------------------------	--------------

A statement in detail of the apportionment to the several towns and counties of the state, will be found in appendix table No. 1.

The whole amount of income payable to the order of the State Superintendent for the year, is .....	\$154,457 82
Apporioned, as above.....	150,974 07
Paid for Webster's Dictionary,— chap. 11. G. L. 1864,.....	900 00
Paid for Journal of Education—chap. 23, revised statutes, sections 102-107.....	2,583 75
	<b>\$154,457 82      \$154,457,82</b>

The report of the Secretary of State, shows an excess of \$61 16 over the amount apportioned by the State Superintendent. The Secretary's report shows only the amount *paid* on apportionment. If money once apportioned is not paid out during the fiscal year, it is carried over to next year's income on the Secretary's books, and hence, the books in the Secretary's and Treasurer's offices will show an excess over the books in this office.

The apportionment from 1849 to 1864, inclusive, are shown by the following table;

Years'	No. of Children.	Apportionment.
1849.....	70,457	3 8-10 cents per Scholar.
1850.....	92,047	50 ..... do .....
1851.....	111,481	48 ..... do .....
1852.....	124,783	45 ..... do .....
1853.....	138,279	72 ..... do .....
1854.....	155,125	80 5-10 ..... do .....
1855.....	186,960	70 ..... do .....
1856.....	213,886	66 ..... do .....
1857.....	241,545	75 ..... do .....
1858.....	264,977	64 ..... do .....
1859.....	278,871	64 ..... do .....
1860.....	288,984	64 ..... do .....
1861.....	299,782	32 ..... do .....
1862.....	308,656	50 ..... do .....
1863.....	320,965	44 ..... do .....
1864.....	329,906	47 ..... do .....

The apportionment of each year is made upon the report of the previous year.

The amount apportioned, for any year, will therefore be found by multiplying the number of children reported the preceding year, by the number of cents apportioned that year. The number of dollars apportioned in 1864, is found by multiplying 320,965, the number reported for 1863, by 47, the amount per scholar for 1864.

#### COST OF INSTRUCTION.

The following table shows the average tax levied for school purposes per scholar; the amount expended for each person of school age, including the school fund income; and the amount expended for each scholar in attendance during the past fifteen years:

Year.	Average tax per scholar for school purposes.	Am't expended for each scholar of school age.	Am't expended per scholar in attendance.
1849.....	\$1 08	-----	-----
1850.....	1 23	\$1 31	\$1 95
1851.....	1 55	2 05	2 93
1852.....	1 34	1 82	2 56
1853.....	1 25	1 70	2 46
1854.....	1 96	2 68	4 12
1855.....	1 79	2 59	3 96
1856.....	2 13	2 83	4 42
1857.....	2 33	2 99	4 98
1858.....	2 29	3 04	4 82
1859.....	2 33	2 97	4 64
1860.....	2 86	3 00	4 48
1861.....	2 42	74	4 21
1862.....	2 31	81	4 40
1863.....	2 11	2 55	3 80
1864.....	2 49	2 96	4 62

#### TRAVEL, &c.

Entering upon the duties of the office on the 1st of October last, I have found little time to spend in visiting different parts of the state. Time has been found, however, to attend teachers' institutes in Portage City, Waukesha and Burlington. Besides talking to the teachers during the day, evening addresses were delivered to the people in Waukesha and Burlington.

For an account of the work done during the first nine months of the year, reference may be made to the preceding communication from Mr. Pickard.

#### WEBSTER'S DICTIONARY.

By authority of Chapter 11, General Laws of 1864, there were bought two hundred copies of Webster's Unabridged Dictionary. Of these there have been distributed since the last report from this department one hundred and thirty-one, for which proper vouchers are on file in this office.

The following is a detailed statement of those distributed:

Counties and Towns.	Total.
Adams—Strong's Prairie 1, New Haven 1.....	2
Brown—Wrightstown 3, New Denmark 1.....	4
Buffalo—Glencoe 1, Waumundee 1.....	2
Chippewa—Ainsworth 1, Sigel 3.....	4
Columbia—West Point 1, Newport 2.....	3
Dane—Christiansen 1, Middleton 1, Dunkirk 2, Vienna 2, Mazomanie 2.....	8
Dodge—Lowell 1, Portland 1.....	2
Door—Sturgeon Bay 3, Clay Banks 1.....	4
Dunn—Red Cedar 2.....	2
Eau Claire—Pleasant Valley 1.....	1
Grant—Tafton 1, Millville 3, Smeiser 1.....	5
Green—Albany 1, Monroe 1.....	2
Jackson—Manchester 3.....	3
Juneau—Kildare 2, Germantown 1.....	3
Kewaunee—Kewaunee 1, Lincoln 3.....	4
La Crosse—Barre 1.....	1
La Fayette—Shullsburg 1, Argyle 1, Center 4.....	6
Manitowoc—Manitowoc 3, Eaton 1.....	4
Marathon—Texas 1, Knowlton 1, Weston 2, Eaton 1.....	5
Marquette—Westfield 1.....	1
Monroe—Adrian 1, Wellington 2, Oak Dale 2.....	5
Outagamie—Greenville 1, Black Creek 1.....	2
Pepin—Lima 3, Albany 2.....	5
Pierce—River Falls 1, Prescott 2.....	3
Polk—Farmington 1, Osceola 1, Farmington 1, Falls St. Croix 1.....	4
Portage—Plover 1, Lanark 2.....	3
Racine—Mt. Pleasant 1.....	1
Richland—Sylvan 1.....	1
Rock—Clinton 1.....	1
St. Croix—Malone 1, Troy 1, Hudson 1.....	3
Sauk—Lavalle 1.....	1
Shawano—Belle Plain 1.....	1
Sheboygan—Greenbush 1.....	1
Trempealeau—Trempealeau 3, Lincoln 1, Burnside 1.....	5
Vernon—Christiansen 1, Liberty 2, Forest 1, Wheatland 1.....	5
Washington—Wayne 1, Polk 1, Germantown 1.....	3
Waupaca—Scandinavia 1, Iola 2, Farmington 1.....	4
Winnebago—Nekimi 1 Oshkosh 1.....	2
Wood—Lincoln 1, Sigel 1.....	2
Total.....	118

Dictionaries have been sold to replace those lost by districts as follows:

Jefferson—Waterloo 1.....	1
Ozaukee—Port Washington 1.....	1
Washington—Germantown 1.....	1
Total .....	3

Receipts are on file for the price of these, the amount having been paid to the State Treasurer, by whom it is returned to the income of the School Fund.

The following is the account with the State:

*J. L. Pickard, Superintendent of Public Instruction,  
In account with the State of Wisconsin.*

1864.	Dr.	Cr.
March 11. To purchase of Webster's Unabridged Dictionary, chapt. 11, G. L. of 1864.....	200	

1864.

October 11 By number distributed as above.....	118
"    "    "    sold sec. 4, chapt. 41.....	3
"    "    "    turned over to J. G. McMynn.....	79
	<hr/>
	200
	<hr/>
	200

The following is a statement of the number sold and distributed since October 1, 1864:

Counties and Towns.	
Dane—Primrose 1.....	1
Dodge—Chester 1.....	1
Jefferson—Koshkonong 1.....	1
Juneau—Wonewoc 1.....	1
Pierce—River Falls 1.....	1
Racine—Waterford 1.....	1
Walworth—Sharon 1.....	1
Washington—Wayne and Addison 1.....	1
	<hr/>
Total .....	8
	<hr/>

Dictionaries have been sold, to replace those lost by districts, since October 1st, 1864, as follows :

Counties and Towns.	
Vernon—Christiana 1.....	1
Walworth—LaFayettee 1.....	1
Juneau—Wonewoc 1.....	1
	<hr/>
Total.....	3
	<hr/>

The following is the account with the State :

*Jno. G. McMynn Superintendent of Public Instruction,  
In account with the State of Wisconsin.*

1864.	Dr.	Cr.
October 1. To Dictionaries received from J. L. Pickard.....	79	
1864.		
Dec'ber 10. By number distributed as above.....		8
"    "    "    sold, sec. 4, chapt. 41.....		3
"    "    "    remaining on hand.....		68
	<hr/>	
Total.....	79	79
	<hr/>	

Since the last purchase was made there has been published a new edition of Webster's Dictionary by the publishers of the former edition, Messrs. C. & G. Merriam, of Springfield, Mass. There is little desirable and nothing attainable, that relates to the English language, not found in the new edition. In many respects it far surpasses the old, and is probably superior to any other English Dictionary yet published.

In order to meet applications from new districts, it is estimated that one hundred, in addition to those on hand, will be required.

## TEXT BOOKS.

Uniformity of text books throughout the State, if desirable, is practicably unattainable. By section 63, chapter 10, Revised Statutes, the State Superintendent is required "to recommend the introduction of the most approved text books, and as far as practicable to secure uniformity in the use of text books, in the common schools throughout the State." By section 63, chapter 155, Laws 1863, it is provided that "the Board in each school district shall have power, under the advice of the Superintendent of Public Instruction, to determine what school and text books shall be used in the several branches taught in the school of such district."

Where different series of text books, on the same subject, are in use in a school, it is obviously the duty of the District Board to adopt such books as will secure uniformity. Economy requires this. The Board ought to adopt such books as their judgment approves, and then require the teachers employed by them to use the books selected and no others. Much complaint is made on account of frequent changes, made without reflection and with no regard to the list recommended by this department. Interested parties, by plausible representations to teachers of little experience, and offers of new books for old, to District Boards, succeed in effecting changes that ultimately prove expensive, embarrassing and pernicious. When uniformity exists in a school there can seldom arise a necessity for a change. When changes become necessary for the good of the school, and the Board adopts such books as it deems to be best, notice should be given of its action throughout the district, and all persons, both parents and teachers, be required to conform to such action.

The following books have been examined, and they are recommended for the double object of securing uniformity, so far as practicable, and obtaining for our schools books believed to be adapted to their wants:

### ORTHOGRAPHY.

**WATSON's Phonetic Tablets.**

**The National Pronouncing Speller.**

Spelling should be taught in connection with every school exercise. Lessons can be selected by teachers from the reading books, or from any other book used at recitation.

**WRIGHT's Analytical Orthography.**

**SANDERS' Analysis.**

These are useful in studying the elementary sounds as well as the parts of written words. As authority in spelling, pronunciation and definitions

**WEBSTER's Unabridged Dictionary** (edition 1864.) is earnestly recommended.

### READING BOOKS.

**McGUFFEY's Readers.**

**PARKER and WATSON's Readers.**

**SANDERS' Union readers.**

These are extensively used and are of about equal merit.

**WILLSON's School and Family Readers.**

This series is somewhat novel in design and is in use in a few schools of the State. It is worthy of attention. An objection to all these series is that each contains from five to seven books. District boards will find it advantageous to select from different series four books as a series adapted to the wants of their respective schools. Two for the primary class, one for the more advanced and another for the highest class, will answer for most of our district schools.

**ARITHMETICS.**

**STODDARD's Intellectual Arithmetic.**

**ROBINSON's Practical Arithmetic.**

**RAY's Higher Arithmetic.**

**PENMANSHIP AND BOOK KEEPING.**

**SPENCER's Writing Books.**

**BRYANT & STRATTON's Common School Book-Keeping.**

**BRYANT & STRATTON's High School Book-Keeping.**

**HISTORIES.**

**GOODRICH's First Book of History, (Peter Parley).**

**GOODRICH's History of the United States.**

**WEBBER's Outlines of History.**

History should be taught *orally* in every primary school, and in schools of every grade, where classes are not formed and formal instruction given.

**GEOGRAPHIES.**

**MITCHELL's Outline Maps.**

**PELTON's Outline Maps.**

**WHITE's Class Book of Geography.**

The latter is designed to accompany the Outline Maps. Mitchell's maps are best adapted to the common schools, and Pelton's to the graded schools. No Primary Geography is named, as all instruction in this subject in the primary schools should be *oral*.

**McNALLY's Geography.**

**MITCHELL's Geography.**

These are extensively used and adapted to common schools.

**The Comprehensive Geography, (Allen and Shaw).**

This work embraces all that can be taught on the subject in most schools, and is worthy the attention of District Boards.

**ENGLISH GRAMMARS.**

**GREENE's Grammar.**

**BROWN's Grammar.**

These are generally used and nothing will be gained by exchanging them for any other book on the subject.

**KERL's Grammars. (Elementary and Comprehensive).**

These are not much used, having been recently published. Those not having adopted

either of the others, will find these books well adapted to the common or graded schools of the State.

No primary work is recommended. Children should learn to *speak correctly*. *Language* should be learned in the primary schools, but its *science* cannot be taught there.

#### COMPOSITION.

LILIENTHAL's Things Taught.

QUACKENBOS' Composition.

WILLSON's Treatise on Punctuation.

#### NATURAL SCIENCE, ETC.

WELLS' Natural Philosophy.

STOCKHARDT's Chemistry.

LOOMIS' Physiology.

GRAY's Botany.

OLMSTED's Astronomy. (Common School Edition).

LOOMIS' Geology.

WARREN's Physical Geography.

WAYLAND's Political Economy.

#### MATHEMATICS.

RAY's Algebras.

ROBINSON's Geometry and Trigonometry.

OLMSTED's Natural Philosophy. (University Edition).

ROBINSON's Astronomy. (University Edition).

#### MENTAL AND MORAL SCIENCE.

WAYLAND's Intellectual Philosophy.

" Moral Science.

WHATELY's Logic.

*Cowdry's Moral Lessons* is recommended to teachers of all grades of schools, as suggestive as well as instructive.

#### LANGUAGE.

ANDREWS and STODDARD's Latin Grammar.

KUHNER's Greek Grammar.

WOODBURY's German Course.

FASQUELLE's French Course.

#### BOOKS OF REFERENCE.

WEBSTER's Unabridged Dictionary, (Edition 1864).

FOWLER's English Grammar.

TRENCH's Study of Words.

LIPPINCOTT's Gazetteer of the World.

URBS' Dictionary of Arts.

**ANTHON'S Classical Dictionary.**  
**APPLETON'S Cyclopedie of Biography.**  
**CHAMBERS' Encyclopedia; or,**  
**APPLETON'S New American Cyclopedie.**

**BOOKS FOR TEACHERS.**

**Wisconsin Journal of Education.**  
**BARNARD's Papers for the Teacher.**  
**PAGE's Theory and Practice of Teaching.**  
**EMERSON's School and Schoolmaster.**  
**CALKINS' Object Lessons.**  
**LEWIS' Gymnastics.**  
**HERBERT SPENCER on Education.**

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**STATE TEACHERS' ASSOCIATION.**

The association held its twelfth annual meeting at Milton, November 15th, 16th and 17th. Charles H. Allen, Professor of Normal Instruction, Wisconsin University, presided.

The subjects discussed were:

Examination of Teachers.  
 Course of study in Common Schools.  
 Importance and place of Oral Teaching.  
 History and Political Education in Schools, and  
 Education of the orphan children of soldiers.

Addressess were delivered by Hon. J. L. Pickard, Superintendent of Schools, Chicago; and by others.

The attendance was large, and the spirit of those present, as shown by the discussions and resolutions, was of the right kind.

Resolutions were passed recommending the study of History and Political Science in our schools, and urging the State to make provision for the education and support of the destitute children of soldiers, who have died in the present war.

This educational agency, receiving no aid from the state, unobtrusive yet powerful in its influence, aiming to promote knowledge, patriotism and virtue, controlled by no sect or party and yet encouraged by all, is deserving of substantial support and hearty cooperation.

**TEACHERS' INSTITUTES.**

This simple and economical agency has been efficiently used during the past year, for promoting the improvement of teachers and exciting an interest in education among the people. Until a State Normal School is organized, it is upon these meetings of teachers that we must rely.

County superintendents have held institutes in many of the counties, and in some the sessions have been several weeks in length. The board of Normal School Regents have, by their agent, held institutes in Oconto,

Appleton, Plover, Portage City, Waukesha and Burlington. These were designed for the teachers residing in the counties nearest the places where the institutes were held, and they were continued, in most cases, for two weeks. The attendance, though not so large as in former years, was such as to encourage the board in their efforts to improve the schools by furnishing them with better qualified teachers.

The plan upon which institutes are conducted is the same as that usually followed in other states. They are organized by the appointment of a Chairman, Secretary and business Committee, and the daily sessions commence at nine and close at five, with two hours intermission. The conductor of the institute selects some subject from those branches taught in our public schools, explains it, suggesting the best methods of teaching it and the mistakes most frequently made in presenting it in the school room, and then answers such questions as those in attendance may wish to ask concerning it. A discussion of it follows, when all present have an opportunity of presenting their views of the subject and of what has been said upon it.

Classes are formed, and the exercises are made to conform to those of a well regulated school. Different teachers are, from time to time, appointed to conduct recitations and to drill classes, and the mistakes noticed are mentioned, and thus the institute is made to subserve the purpose of a normal school. The common branches are reviewed, questions are answered, propositions are demonstrated and problems of a difficult nature are solved. Subjects relating to the science of teaching are examined. The proper course of study for our public schools; the best classification of scholars; the means of preventing tardiness and securing regularity; the moral instruction of the young; the duty of teaching them to respect and obey the laws of the land; the method of securing the cooperation of parents in the education of their children; the arrangements essential to health; the comparative merits of mixed and graded schools; the relation of the teacher to the state; these and similar topics are discussed during the day, and the evenings are spent in attending lectures upon topics having a bearing upon the great subject of public instruction.

All exercises of the institute are public, and the sessions are generally attended by the people who feel an interest in our common schools.

If our schools have not retrograded during the past three years, if they are at present in a prosperous condition, it must be attributed mainly to the Institutes held by the county superintendents, and the board of Normal School Regents; and so efficient has this educational agency proved, that it is believed some provision for meeting the necessary expenses for fuel, lights, printing, instruction, etc., is called for by the vital need of better trained teachers for our common schools.

The efficiency of these institutes would be promoted by a more general co-operation on the part of district boards in securing the attendance of teachers employed by them. It is earnestly recommended that teachers be allowed to dismiss their schools and required to attend the institute held in their neighborhood. The loss of time will be compensated by increased efficiency on the part of the teacher. Hospitality on the part of the people, and a generous cooperation with the county superintendent, are always needed, that the expenses for board may not be such as to render it impossible for teachers to attend.

## COLLEGES AND ACADEMIES.

These institutions form so important a part of our educational system, that it is to be regretted that so little information concerning them is in possession of this office. It is known, however, that they are extending their influence, improving their methods of instruction, and increasing their facilities for that culture of a high order, than which nothing is more needed in our state. It is hoped that the fact begins to be recognized, that their efficiency will be promoted by diminishing rather than increasing their number. Some of them are still doing the work that ought to be done in our common schools, to the detriment of the colleges themselves as well as the cause of public education.

While the line between the academy and the high school cannot be plainly drawn, as they are really schools of the same grade, that between the high school and the college ought to be well defined. While allowance must be made for the circumstances attending the founding of a college in a new state, there should be apparent each year an increased effort to raise it above the level of the common school, and it would seem that the time has now come in our state, when the college curriculum should no longer embrace the branches strictly primary.

The relation between the common school and the college is one of mutual dependence, and that state shows most practical wisdom that cherishes both with equal care.

## THE TOWNSHIP SYSTEM.

The discussions at teachers' institutes and in the State Teachers' Association during the past five years, have generally led to expressions of opinion in favor of the system of school organization recommended by my predecessor in the last annual report from this office. County Superintendents in their special reports, with two or three exceptions, approve of the township system, and the friends of education throughout the state seem to be of opinion that some modification of our present district organization is desirable.

As this subject was ably discussed in the report of last year, it seems unnecessary to reiterate the reasons there given for a change in the law, but the plan there proposed was the result of extended observation and reflection, and is therefore worthy of legislative consideration.

## STATE NORMAL SCHOOL.

During the past seven years, the Board of Normal School Regents have sought to secure normal training and instruction, by aiding such institutions as have organized normal departments, and by holding teachers' institutes in different parts of the state. The number of departments at present organized, is seven; and the number of students examined during the present year, is less than seventy. Sufficient time has elapsed since the present plan was adopted, to show that the ostensible objects of the law are unattainable under the provisions of the act. Our experience has not been unlike that of other states, in their efforts to organize normal

schools in connection with colleges and academies. No fault attaches to the Regents of Normal Schools, nor to the trustees of the institutions participating in the annual appropriation. The plan is defective. It makes the normal department subordinate, and does not provide for special training of teachers.

Teachers' institutes have been more successful. But they are adapted rather to awaken interest among the people, and to lead to the adoption of the best methods of instruction, than to secure mental discipline and self control, and develop the ready sympathy, the sound judgment and rare tact so necessary to the teacher. These can be acquired and developed only under the favorable conditions afforded by a properly organized normal school.

The amount expended in support of our public schools, annually, is more than one million of dollars. The manner in which this large sum is used, depends principally upon the character of the teachers employed. If they are poorly qualified, the money is misdirected, the time of our children wasted, and those results our schools were designed to secure, are unattained.

The experience of every country proves the normal school a necessary part of a well devised and successful system of education. Maine, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Michigan, Illinois, California and Minnesota, have normal schools in successful operation, and even Kansas has founded one, while no country of Europe is without them.

Teaching is an art, and like every other art, it is best learned by cultivating it in schools founded for this specific purpose. If the profession of the teacher is not regarded by those engaged in it, as well as by the public, as being honorable the community suffers in one of its most important interests. The worst results must inevitably follow from regarding instruction as a business that requires no special preparation.

Much, and even most, of the benefit that should be derived by our children from their attendance at school, is lost from want of previous training on the part of our teachers. A large portion of our youthful population can attend school but a small part of the year. To them good instruction is invaluable. A few months attendance, if guided by a teacher possessed of skill, is worth more than years spent in schools controlled by those who have no special fitness for their important calling.

Legislation can commit no greater blunder than to ignore the claims of the school upon the state. Order, industry, frugality, honesty, all the virtues that preserve people and adorn humanity spring from our schools, and to invigorate them, by fitting teachers for them, is an obvious dictate of patriotism, prudence and common sense.

The present is believed to be not an inauspicious time to inaugurate the enterprise of founding a normal school. We must abandon the idea of making educational progress until this step is taken. To obtain competent instructors for our children under existing circumstances, is simply impossible. No investment can be made from which the returns will be speedier or surer. We must improve our common schools or enlarge our reform school. Indeed, no other measure so commends itself to a wise forecast and calm reflection. Were our public schools managed with proper

care, and provided with suitable teachers, all other institutions of learning would receive a new impulse. Those States that have established normal schools have also prosperous colleges and universities, while those destitute of them have failed to realize the benefits that ought to be derived from higher institutions of learning. The cause is obvious. Hence, those most interested in collegiate and university education, because most clearly understanding its transcendent importance, are the warmest advocates of schools for the special training of teachers.

The subject is respectfully and earnestly commended to the attention of the Legislature.

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### GENERAL REMARKS.

That our schools have not retrograded during the past year, that the people show an increased interest in the education of the youth of the state, that teachers are better qualified and more successful, and that knowledge and virtue are gaining the ascendancy over ignorance and vice, may be asserted and perhaps proved. Still, those who observe most carefully the condition of our educational institutions, and understand most clearly their relation to the welfare of the state, are not without misgivings that they come short of affording that security for the future of our country which patriotism demands. There is an indifference in regard to the methods of instruction, an apathy concerning the means of education, that bodes evil to society. The means and methods adapted to our condition a few years since, will not meet the demands of the present. The last five years have called into exercise forces that had before lain dormant. War has developed energies that can be useful only as they can be controlled. To be satisfied with the educational agencies of the past is to be blind to the teachings of the present, and reckless of the claims of the future.

Although no radical changes in our school law are deemed advisable at the present time, yet, it is believed that our whole school system must be modified before many years to meet the demands of a change in society that could not be anticipated when the present system was devised. The terrible ordeal through which our country is passing has shown a necessity for a far more comprehensive plan of education than our laws embraced.

Our great need at this time is better teaching. This subject has been already discussed. Such legislation as will secure greater local interest and more direct supervision is much to be desired. The county superintendency is a step in the right direction, and but a step. There is required for every town an organization that shall bring its schools under such control as will secure a better classification of schools, a more economical administration of school affairs, a more careful selection of school officers, and the appointment of better qualified teachers. It would seem that the time a school is required to be taught, in order to entitle the district to share in the apportionment of the School Fund Income, should be lengthened. Power should be given the people to raise more money at their annual school meetings, for building school houses, than can now be raised.

Whatever measures the wisdom of the Legislature may devise to awaken interest in education, to remove distrust from the minds of the people, and inspire confidence in our common schools, must be benificent. To provide for the children of the state a generous culture, to train them for liberty and usefulness as citizens, to implant in their minds a love of temperance, order and all the virtues that become a free people, are the objects that legislation should aim to secure. Happily our common schools are removed from the arena of party conflicts and sectarian contention. Around them cluster our hopes of future progress and security. They underlie the welfare of the State, and well deserve the fostering care of the representatives of the people.

Respectfully submitted,

JNO. G. McMYNN.

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**APPENDIX.**

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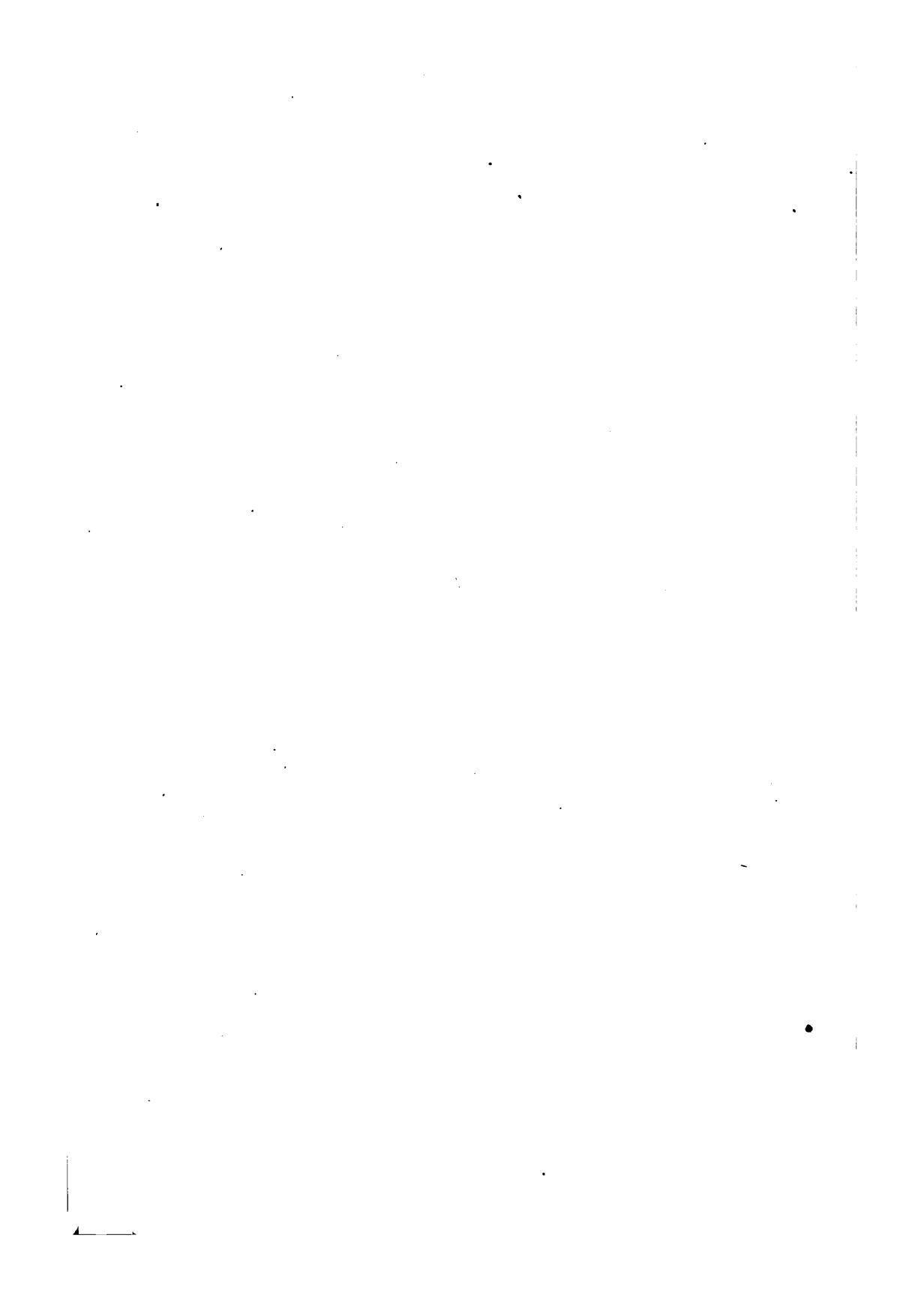


TABLE NO. 1.

## APPORTIONMENT OF SCHOOL FUND INCOME FOR 1864.

Counties and Towns.	No of Children.	Apportionment.
<b>ADAMS—</b>		
Adams.....	204	\$95 88
Big Flats.....	38	15 51
Dell Prairie.....	271	127 37
Easton.....	118	55 46
Jackson.....	177	83 19
Lincoln.....	170	79 90
Leola.....	51	23 97
Monroe.....	146	68 62
New Chester.....	145	68 15
Newark Valley.....	48	22 56
New Haven.....	306	143 82
Preston.....	127	59 69
Quincy.....	68	31 96
Richfield.....	181	81 57
Rome.....	44	20 68
Springville.....	225	106 75
Strong's Prairie.....	307	144 29
White Creek.....	62	29 14
Total.....	2, 633	\$1, 237 51
<b>ASHLAND—</b>		
Bayport.....	179	84 13
La Pointe.....	93	43 71
Total.....	272	127 84
<b>BUFFALO—</b>		
Alma.....	183	62 04
Belvidere.....	125	58 75
Buffalo.....	198	93 06
Buffalo City.....	71	33 37
Cross.....	140	65 80
Eagle Mills.....	76	35 25
Gilmanton.....	85	39 95
Glencoe.....	64	30 08
Maxville.....	134	62 98
Medina.....	56	26 32

Counties and Towns.	No of Children	Apportionment.
<b>BUFFALO—continued.</b>		
Naples .....	213	\$100 11
Nelson .....	56	26 32
Waumundee.....	241	113 27
Total.....	1,590	747 30
<b>BROWN—</b>		
Bellevue.....	236	110 92
Depere .....	125	58 75
Depere Village.....	216	101 52
Eaton .....	98	46 06
Fort Howard.....	329	154 63
Glenmore .....	130	61 10
Green Bay .....	231	108 57
Green Bay City.....	1010	474 70
Howard .....	304	142 88
Holland .....	369	173 43
Humboldt .....	234	109 98
Lawrence .....	308	144 76
Morrison .....	190	89 30
New Denmark.....	201	94 47
Pittfield.....	44	20 68
Preble.....	242	113 74
Rockland.....	210	98 70
Suamico.....	137	64 39
Scott.....	771	362 37
Wrights Town.....	219	102 93
Total .....	5,604	2,638 88
<b>CALUMET—</b>		
Brillion .....	101	47 47
Brothertown .....	539	253 38
Chilton .....	435	204 45
Charlestown .....	362	170 14
Harrison .....	402	188 94
New Holstein.....	480	225 60
Rantoul.....	148	69 56
Stockbridge.....	427	200 69
Woodville.....	215	101 05
Total .....	3,109	1,461 23
<b>CHIPPEWA—</b>		
Anson .....	37	17 39
Bloomers Prairie .....	129	60 63
Chippewa Falls .....	226	106 22
Eagle Point.....	217	101 99
Lafayette .....	157	73 79
Sigel .....	51	28 97
Wheaton .....	95	44 65
Total .....	912	428 64

Counties and Towns.	No. of Children.	Apportionment.
<b>CLARK—</b>		
Levis .....	51	\$28 97
Lynn .....	104	48 88
Pine Valley .....	95	44 65
Weston .....	—	—
Total .....	250	117 50
<b>COLUMBIA—</b>		
Arlington .....	304	142 88
Caledonia .....	413	194 11
Courtland .....	521	244 87
Columbus .....	839	394 38
Decorra .....	510	239 70
Fort Winnebago .....	371	174 37
Fountain Prairie .....	476	228 72
Hampden .....	384	180 48
Leeds .....	466	219 02
Lowville .....	355	166 55
Lodi .....	571	268 37
Lewiston .....	433	203 51
Marcellon .....	369	173 43
Newport .....	473	222 31
Otsego .....	491	230 77
Pacific .....	82	38 54
Portage .....	1,175	552 25
Randolph .....	468	219 96
Scott .....	344	161 68
Springvale .....	368	170 61
West Point .....	314	147 58
Wyocena .....	514	241 58
Total .....	10,236	4,810 92
<b>CRAWFORD—</b>		
Clayton .....	462	217 14
Eastman .....	396	186 12
Freeman .....	271	127 37
Haney .....	177	83 19
Lynxville .....	96	45 12
Marietta .....	208	97 76
Prairie du Chien .....	1,075	505 25
Scott .....	269	126 48
Seneca .....	238	111 86
Utica .....	337	158 39
Wauzeka .....	272	127 84
Total .....	3,801	1.786 47

Counties and Towns.	No. of Children	Apportionment.
<b>DANE—</b>		
Albion .....	429	\$201 63
Berry .....	445	209 15
Black Earth .....	311	146 17
Blooming Grove .....	344	161 68
Blue Mounds .....	318	149 46
Bristol .....	479	225 13
Burke .....	364	171 08
Christiana .....	589	276 83
Cottage Grove .....	635	298 45
Cross Plains .....	504	236 88
Dane .....	421	197 87
Deerfield .....	419	196 93
Dunkirk .....	727	341 69
Dunn .....	453	212 91
Fitchburg .....	546	256 62
Madison .....	240	112 80
Madison City .....	2,491	1,170 77
Mazomania .....	485	227 95
Medina .....	431	202 57
Middleton .....	553	259 91
Montrose .....	444	208 68
Oregon .....	516	242 52
Perry .....	472	221 74
Primrose .....	448	210 56
Pleasant Spring .....	492	231 24
Roxbury .....	515	242 05
Rutland .....	433	203 51
Springdale .....	456	214 32
Springfield .....	493	231 71
Sun Prairie .....	514	241 58
Vienna .....	348	163 56
Verona .....	477	224 19
Vermont .....	465	218 55
Westport .....	439	206 33
Windsor .....	420	197 40
York .....	383	180 11
<b>Total .....</b>	<b>18,499</b>	<b>\$8,694 53</b>
<b>DODGE—</b>		
Ashippun .....	701	329 47
Burnett .....	418	196 46
Beaver Dam .....	523	245 81
Beaver Dam City .....	1,030	484 19
Clyman .....	612	287 64
Calamus .....	436	204 92
Chester .....	873	175 31
Elba .....	619	290 93
Emmett .....	614	288 58
Fox Lake .....	795	373 65
Hustisford .....	582	273 54
Hubbard .....	1,087	510 89
Herman .....	794	373 18
Leroy .....	514	241 58
Lomira .....	689	323 83
Lowell .....	898	422 06

Counties and Towns.	No of Children.	Apportionment.
<b>DODGE—concluded—</b>		
Lebanon .....	720	\$338 40
Oak Grove.....	791	371 77
Portland .....	584	274 48
Rubicon .....	804	377 88
Shields.....	597	280 59
Theresa.....	931	437 57
Trenton .....	669	314 43
Waupun, S. W.....	207	97 29
Westford.....	476	223 72
Williamstown .....	874	410 78
Total .....	<u>17, 338</u>	<u>\$8, 148 86</u>
<b>DOOR—</b>		
Baileys Harbor .....	38	15 51
Brussell.....	36	16 92
Clay Banks.....	24	11 28
Chambers Island.....	54	25 38
Egg Harbor .....	48	22 56
Forestville .....	85	39 95
Gardner .....	94	44 18
Gibraltar.....	20	9 40
Liberty Grove.....	79	37 13
Nasewaupsee.....	90	42 80
Sebastopol .....	102	47 94
Sturgeon Bay .....	121	56 87
Total .....	<u>786</u>	<u>369 42</u>
<b>DOUGLAS—</b>		
Superior .....	<u>153</u>	<u>71 91</u>
Total .....	<u>153</u>	<u>71 91</u>
<b>DUNN—</b>		
Dunn .....	171	80 37
Eau Galle.....	161	75 67
Menomonie .....	160	75 20
Peru .....	42	19 74
Red Cedar.....	209	98 29
Rock Creek .....	46	21 62
Sping Brook.....	324	152 28
Total .....	<u>1, 113</u>	<u>523 11</u>
<b>EAU CLAIRE—</b>		
Bridge Creek.....	246	115 62
Brunswick .....	114	53 58
Eau Claire.....	374	175 79

Counties and Towns.	No. of Children.	Apportionment.
<b>EAU CLAIRE—continued—</b>		
Lincoln.....	98	\$46 06
North Eau Claire.....	77	36 19
Oak Grove.....	107	50 29
Pleasant Valley.....	84	39 48
West Eau Claire.....	217	101 99
Total .....	<u>1,317</u>	<u>618 99</u>
<b>FOND DU LAC—</b>		
Alto.....	532	250 04
Ashford.....	786	369 42
Auburn.....	528	243 16
Byron.....	587	275 89
Calumet.....	598	281 06
Empire.....	350	164 56
Eldorado.....	564	265 08
Eden.....	614	288 58
Fond du Lac.....	436	204 92
Fond du Lac City.....	2,695	1,266 65
Friendship.....	821	150 87
Forest.....	514	241 58
Lamartine.....	481	226 07
Metomen.....	584	274 48
Marshfield.....	673	316 31
Oakfield.....	483	227 01
Osceola.....	366	172 02
Ripon.....	393	184 71
Rosendale.....	660	310 20
Ripon City.....	657	308 79
Springvale.....	473	222 31
Taycheedah.....	687	329 89
Waupun.....	432	203 04
Waupun, North W'd.....	299	135 83
Total .....	<u>14, 703</u>	<u>6,910 41</u>
<b>GRANT—</b>		
Beetown.....	649	305 03
Boscobel.....	390	183 30
Blue River.....	219	102 93
Clifton.....	669	314 43
Cassville.....	852	165 44
Ellenboro.....	316	148 52
Fennimore.....	604	283 88
Glen Haven.....	351	164 97
Hazel Green.....	1,108	518 41
Harrison.....	442	207 74
Hickory Grove.....	259	121 73
Jamestown.....	561	268 67
Lancaster.....	813	382 11
Lima.....	387	181 80

Counties and Towns.	No. of Children.	Apportionment.
<b>GRANT—concluded—</b>		
Little Grant.....	281	\$132 07
Liberty.....	268	125 96
Millville.....	492	281 24
Muscosa.....	272	127 84
Marion.....	264	124 08
Platteville.....	1,178	553 66
Patch Grove.....	838	158 86
Potosi.....	1,085	509 95
Paris.....	316	148 52
Smelser.....	540	253 80
Tafton.....	396	186 12
Wingville.....	291	136 77
Wyalusing.....	227	106 69
Waterloo.....	232	109 04
Watertown.....	161	75 67
<b>Total .....</b>	<b>18,456</b>	<b>6,924 32</b>
<b>GREEN—</b>		
Adams.....	294	138 18
Albany.....	565	265 55
Brooklyn.....	407	191 23
Cadiz.....	400	188 00
Clarno.....	596	290 12
Decatur.....	634	297 98
Exeter.....	418	196 46
Jordan.....	415	195 65
Jefferson.....	674	316 78
Monroe.....	1,260	592 20
Mt. Pleasant.....	514	241 58
New Glarus.....	379	178 13
Spring Grove.....	473	222 31
Sylvester.....	508	238 76
Washington.....	873	175 31
York.....	266	125 02
<b>Total .....</b>	<b>8,176</b>	<b>3,842 72</b>
<b>GREEN LAKE—</b>		
Berlin City.....	773	363 31
Brooklyn.....	417	195 99
Berlin.....	400	188 00
Dayton.....	315	148 05
Green Lake.....	440	206 80
Kingston.....	209	98 23
..do...village.....	126	59 22
Markesan.....	115	54 05
Mackford.....	329	154 93
Manchester.....	406	190 82
Marquette.....	227	106 69
Princeton.....	503	236 41
St. Marie.....	230	108 60

## Counties and Towns.

## EAU CLAIRE—continued—

Lincoln.....		\$71 91
North Eau Claire.....		
Oak Grove.....		
Pleasant Valley.....		
West Eau Claire.....		

Total .....  
.....

153 2,182 21

594	236	88
253	118	91
1,525	716	75
1,052	494	44
209	380	23
507	238	29
333	156	51
594	281	06
1,168	548	56
400	188	00
1,037	487	39
270	126	90
305	143	35

8,761 4,117 67

## FOND DU LAC—

Alto.....		
Ashford.....		
Auburn.....		
Byron.....		
Calumet.....		
Empire.....		
Eldorado.....		
Eden.....		
Fond du Lac.....		
Fond du Lac City.....		
Friendship.....		
Forest.....		
Lamartine.....		
Metomen.....		
Marshfield.....		
Oakfield.....		
Osceola.....		
Ripon.....		
Rosendale.....		
Ripon City.....		
Springvale.....		
Taycheedah.....		
Waupun.....		
Waupun, North W.....		

Total .....

1,590 747 30

390	193	30
327	153	69
591	277	77
922	433	34
394	185	18
769	361	43
1,291	606	77
799	375	58
528	248	16
935	433	45
445	209	15
632	297	14
649	305	03
150	70	50
563	264	61
157	73	79

## GRANT—

Bettown.....		
Boscobel.....		
Blue River.....		
Cilton.....		
Cassville.....		
Ellenvoro.....		
Fennimore.....		
Glen Haven.....		
Hazel Green.....		
Harrison.....		
Hickory Gr.....		
Jamestown.....		
Lancaster.....		
Lima.....		

Counties and Towns.	No. of Children.	Apportionment.
aded—		
field	643	\$302 21
ity	297	6, 39872
	13, 161	6, 185 67
nia	90	42 30
field	68	31 96
ntain	152	71 44
mantown	272	127 84
ldare	291	136 77
emonweir	371	174 37
Lindina	403	189 41
Lyndon	209	98 23
Lisbon	399	187 53
Mauston village	248	116 56
Marion	122	57 34
Necedah	234	109 98
Orange	70	32 90
Plymouth	214	100 58
Summit	206	96 82
Seven Mile Creek	277	130 19
Wonewoc	234	109 98
Total	3, 860	1, 814 20
KENOSHA—		
Bristol	419	196 93
Brighton	530	249 10
Kenosha city	1, 195	561 65
Pleasant Prairie	514	241 58
Paris	445	209 15
Randall	249	117 03
Salem	593	278 71
Somers	515	242 05
Wheatland	358	168 26
Total	4, 818	2, 264 46
KEWAUNEE—		
Ahnepee	294	138 18
Carlton	309	145 23
Coryville	151	70 97
Casco	401	188 47
Franklin	200	94 00
Kewaunee	314	147 58
Lincoln	195	91 65
Montpelier	90	42 30
Pierce	40	18 80
Red River	340	159 80
Total	2, 334	1, 096 98

882

Counties and Towns.	No. of Children.	Apportion- ment.
<b>GREEN LAKE—concluded—</b>		
Seneca .....	4,643	\$71 91
Total.....	153	2,182 21
<b>IOWA—</b>		
Arena.....	504	236 88
Clyde.....	253	118 91
Dodgeville.....	1,525	716 75
Highland.....	1,052	494 44
Linden.....	809	380 23
Mifflin.....	507	238 29
Moscow.....	338	156 51
Mineral Point.....	598	281 06
do.....City	1,168	548 96
Pulaski.....	400	188 00
Ridgeway.....	1,037	487 89
Waldwick.....	270	126 90
Wyoming.....	305	143 35
Total .....	8,761	4,117 67
<b>JACKSON—</b>		
Albion.....	402	188 94
Alma.....	283	133 01
Hixton.....	200	94 00
Irving.....	242	113 74
Melrose.....	233	109 51
Manchester.....	99	46 33
Northfield.....	18	8 46
Springfield.....	113	53 11
Total .....	1,590	747 80
<b>JEFFERSON—</b>		
Aztalan.....	390	183 30
Cold Spring.....	327	153 69
Concord.....	591	277 77
Farmington.....	922	433 84
Hebron.....	394	185 18
Ixonia.....	769	361 43
Jefferson.....	1,291	606 77
Koshkonong.....	799	375 58
Lake Mills.....	528	248 16
Milford.....	935	439 45
Oakland.....	445	209 15
Palmyra.....	632	297 14
Sullivan.....	649	305 03
Sumner.....	150	70 50
Waterloo.....	563	264 61
do.....Village.....	157	73 79

Counties and Towns.	No. of Children.	Apportionment.
<b>JEFFERSON—concluded—</b>		
Watertown .....	643	\$302 21
....do....city .....	297	6, 39872
<b>Total .....</b>	<b>13, 161</b>	<b>6, 185 67</b>
<b>JUNEAU—</b>		
Armenia .....	90	42 30
Clearfield .....	68	31 96
Fountain .....	152	71 44
Germantown .....	272	127 84
Kildare .....	291	136 77
Lemonweir .....	371	174 37
Lindina .....	403	189 41
Lyndon .....	209	98 23
Lisbon .....	399	187 53
Mauston village .....	248	116 56
Marion .....	122	57 34
Necedah .....	234	109 98
Orange .....	70	32 90
Plymouth .....	214	100 58
Summit .....	206	96 82
Seven Mile Creek .....	277	130 19
Wonewoc .....	234	109 98
<b>Total .....</b>	<b>3, 860</b>	<b>- 1, 814 20</b>
<b>KENOSHA—</b>		
Bristol .....	419	196 93
Brighton .....	530	249 10
Kenosha city .....	1, 195	561 65
Pleasant Prairie .....	514	241 58
Paris .....	445	209 15
Randall .....	249	117 03
Salem .....	593	278 71
Somers .....	515	242 05
Wheatland .....	358	168 26
<b>Total .....</b>	<b>4, 818</b>	<b>2, 264 46</b>
<b>KEWAUNEE—</b>		
Ahnepee .....	294	138 18
Carlton .....	809	145 23
Coryville .....	151	70 97
Casco .....	401	188 47
Franklin .....	200	94 00
Kewaunee .....	314	147 58
Lincoln .....	195	91 65
Montpelier .....	90	42 30
Pierce .....	40	18 86
Red River .....	340	159 80
<b>Total .....</b>	<b>2, 334</b>	<b>1, 096 98</b>

Counties and Towns.	No. of Children.	Apportionment.
<b>La CROSSE—</b>		
Bangor.....	379	\$178 13
Burns.....	275	129 25
Barre.....	460	216 20
Campbell.....	263	123 61
Farmington.....	343	161 21
Greenfield.....	325	152 75
Holland.....	149	70 08
Jackson.....	294	138 18
La Crosse City.....	1,237	581 39
Neahonoc.....	248	116 56
Onalaska.....	473	222 31
Washington.....	110	51 70
<b>Total.....</b>	<b>4,556</b>	<b>2,141 32</b>
<b>La FAYETTE—</b>		
Argyle.....	475	223 25
Belmont.....	249	117 08
Benton.....	970	455 90
Center.....	855	401 85
Elk Grove.....	482	226 54
Fayette.....	498	234 06
Gratiot.....	507	238 29
Kendall.....	489	229 83
Monticello.....	214	100 58
New Diggings.....	698	328 06
Shullsburg.....	1,214	570 58
Wayne.....	340	159 80
White Oak Springs.....	221	103 87
Willow Springs.....	420	197 40
Wiota.....	655	307 85
<b>Total.....</b>	<b>8,287</b>	<b>3,894 89</b>
<b>L. POINTE—</b>		
Bayfield.....	124	58 28
<b>Total.....</b>	<b>124</b>	<b>58 28</b>
<b>MANITOWOC—</b>		
Cato.....	605	284 35
Centerville.....	507	238 29
Cooperstown.....	547	257 09
Eaton.....	299	140 53
Franklin.....	510	239 70
Gibson.....	406	190 82
Kossuth.....	642	301 74
Liberty.....	438	205 86
Manitowoc.....	1,204	565 88
" Rapids.....	544	255 68
Maple Grove.....	439	206 33
Meemee.....	504	236 88
Mishicot.....	564	265 08
Newton.....	640	300 80

Counties and Towns.	No. of Children.	Apportionment.
<b>MANITOWOC—continued.</b>		
Rockland.....	178	\$83 66
Schleswig.....	357	167 79
Two Creeks.....	87	40 89
Two Rivers.....	995	467 65
Total.....	<u>9,466</u>	<u>4,449 02</u>
<b>MARATHON—</b>		
Berlin.....	21	102 93
Easton.....	19	8 93
Jenny.....	11	5 17
Knowlton.....	42	19 74
Mosinee.....	92	43 24
Marathon.....	86	40 42
Stettin.....	87	40 89
Texas.....	82	15 04
Weston.....	7	12 69
Wausau.....	1 3	5 11
" Village.....	313	147 11
Total.....	<u>1,041</u>	<u>489 27</u>
<b>MARQUETTE—</b>		
Buffalo.....	318	149 46
Crystal Lake.....	215	101 05
Douglas.....	274	128 78
Harris.....	190	89 30
Mecan.....	147	69 09
Montello.....	314	147 85
Moundville.....	175	82 25
Neshkore.....	1 9	5 23
Newton.....	223	104 81
Oxford.....	289	112 33
Packwaukee.....	215	101 05
Shields.....	216	101 59
Springfield.....	97	45 69
Westfield.....	187	87 89
Total.....	<u>2,919</u>	<u>1,371 98</u>
<b>MILWAUKEE—</b>		
Franklin.....	743	349 21
Greenfield.....	901	423 47
Granville.....	1, 7	504 31
Lake.....	8	367 07
Milwaukee.....	1,076	505 72
Milwaukee City.....	18,446	8,669 62
Oak Creek.....	952	447 44
Wauwatosa.....	1,168	548 96
Total.....	<u>25,140</u>	<u>11,815 80</u>

Counties and Towns.	No. of Children.	Apportionment.
<b>MONROE—</b>		
Adrian.....	166	\$78 02
Angelo.....	155	72 85
Clifton.....	45	21 15
Eaton.....	32	15 04
Glendale.....	107	50 29
Greenfield.....	117	54 99
Jefferson.....	134	62 98
Leon.....	355	166 85
Lincoln.....	173	81 31
La Fayette.....	136	63 92
Little Falls.....	143	67 21
Oak Dale.....	89	39 01
Pertland.....	137	64 39
Ridgeville.....	159	74 73
Sparta.....	885	415 95
Sheldon.....	194	91 18
Tomah.....	296	139 12
Wellington.....	122	57 34
Wilton.....	167	78 49
Total.....	3,606	1,694 82
<b>OCONTO—</b>		
Little Suamico.....		
Marinette.....	164	77 08
Oconto.....	144	67 68
Oconto Village.....	317	148 99
Pensaukie.....	129	60 63
Peshtigo.....	189	88 83
Stiles.....	121	56 87
Total.....	1,064	509 08
<b>OUTAGAMIE—</b>		
Appleton.....	973	457 38
Bovina.....	113	53 11
Buchanan.....	149	70 03
Black Creek.....	11	5 17
Center.....	209	98 23
Dale.....	293	137 71
Ellington.....	301	141 47
Freedom.....	327	153 69
Greenville.....	503	236 41
Grand Chute.....	395	185 65
Hortonia.....	290	136 30
Kaukauna.....	411	193 17
Liberty.....	68	31 96
Maple Creek.....	116	54 52
Osborn.....	61	28 67
Total.....	5,920	1,983 40

Counties and Towns.	No. of children.	Apportion- ment,
<b>OZAUKEE—</b>		
Belgium .....	1,058	\$497 26
Cedarburg .....	1,124	528 28
Fredonia .....	779	366 18
Grafton .....	799	375 53
Mequon .....	1,427	670 69
Port Washington .....	1,110	474 70
Saukville .....	758	356 26
Total .....	6955	3,268 85
<b>PEPIN—</b>		
Albany .....	34	15 98
Durand .....	24	96 82
Frankfort .....	72	33 84
Lima .....	130	61 10
Pepin .....	276	129 72
Stockholm .....	11	31 49
Waubeek .....	83	39 01
Waterville .....	48	22 56
Total .....	916	420 52
<b>PIERCE—</b>		
Clifton .....	187	87 89
Diamond Bluff .....	45	21 15
El Paso .....	5	2 35
Hartland .....	68	31 96
Isabelle .....	40	18 80
Martell .....	229	107 68
Oak Grove .....	163	76 61
Perry .....	81	38 07
Pleasant Valley .....	66	31 02
Prescott City .....	365	171 55
River Falls .....	260	126 90
Salem .....	53	24 91
Trenton .....	50	23 50
Trimble .....	139	65 83
Union .....	19	8 93
Total .....	1,780	836 60
<b>POLK—</b>		
Alden .....	130	61 10
Farmington .....	132	62 04
Lincoln .....	22	10 34
Osceola .....	160	75 20
St. Croix Falls .....	136	63 92
Sterling .....	51	23 97
Total .....	631	296 57

Counties and Towns.	No. of Children.	Apporion- ment
<b>PORTAGE—</b>		
Almond .....	210	\$98 70
Amherst { do Village } .....	242	113 74
Belmont .....	182	85 54
Buena Vista .....	172	80 84
Eau Pleine .....	44	20 68
Hull { Jordan Village } .....	91	42 77
Lanark .....	180	84 60
Linwood .....	65	30 55
New Hope .....	201	94 47
Plover { do Village } .....	335	157 45
Pine Grove .....	138	64 86
Sharon .....	227	106 69
Stockton .....	224	105 28
Stevens Point .....	17	7 99
do City .....	431	202 57
Total .....	2,759	1,296 73
<b>RACINE—</b>		
Burlington .....	811	381 17
Caledonia .....	1,038	487 86
Dover .....	471	221 37
Mt. Pleasant .....	896	421 12
Norway .....	409	192 23
Raymond .....	457	214 79
Racine City .....	2,541	1,194 27
Rochester .....	348	163 56
Waterford .....	565	25 55
Yorkville .....	528	248 16
Total .....	8,064	3,790 08
<b>RICHLAND—</b>		
Akan .....	63	29 61
Bloom .....	300	141 00
Buena Vista .....	351	164 97
Dayton .....	246	115 62
Eagle .....	366	172 02
Forest .....	269	126 43
Henrietta .....	228	107 16
Ithaca .....	427	200 69
Marshall .....	290	136 30
Orion .....	223	104 81
Richwood .....	400	188 00
Rockbridge .....	252	118 44
Sylvan .....	253	118 91
Westford .....	248	114 21

Counties and Towns.	No. of Children.	Apportionment.
<b>RICHLAND—continued—</b>		
Willow .....	2' 5	\$96 35
Richland .....	417	195 99
Total .....	<b>4,533</b>	<b>2,130 51</b>
 <b>ROCK—</b>		
Avon .....	413	194 11
Beloit .....	315	148 05
do City .....	1,499	704 53
Bradford .....	403	189 41
Clinton .....	620	291 40
Center .....	388	182 36
Fulton .....	721	338 87
Harmony .....	406	190 82
Extra for last year's error } .....	298	24 64
Janesville .....	3,447	1,620 09
do City .....	436	204 92
Johnstown .....	410	192 70
Lima .....	292	137 24
La Prairie .....	421	197 87
Magnolia .....	631	296 57
Milton .....	487	228 89
Newark .....	565	265 55
Porter .....	498	234 06
Plymouth .....	457	214 79
Rock .....	406	190 82
Spring Valley .....	527	247 69
Turtle .....	664	312 08
Union .....		
Total .....	<b>14,304</b>	<b>6,747 52</b>
 <b>ST. CROIX—</b>		
Cylon .....	70	32 90
Eau Galle .....	41	19 27
Erin Prairie .....	199	93 53
Emerald .....	54	25 38
Hammond .....	191	89 77
Hudson .....	104	48 88
do City .....	466	219 02
Malone .....	185	63 45
Pleasant Valley .....	127	59 69
Richmond .....	142	66 74
Rush River .....	70	32 90
St. Joseph .....	72	33 84
Springfield .....	50	23 50
Star Prairie .....	133	62 51
Somerset .....	117	54 99
Troy .....	174	81 78
Warren .....	67	31 49
Total .....	<b>2,212</b>	<b>1039 64</b>

Counties and Towns.	No. of Children	Apportion- ment.
<b>AUK—</b>		
Baraboo.....	849	\$399 03
Bear Creek.....	256	120 32
Dellona.....	220	103 40
Excelsior.....	293	137 71
Fairfield.....	246	115 62
Franklin.....	326	153 22
Freedom.....	248	116 56
Greenfield.....	312	146 64
Honey Creek.....	408	191 76
Ironton.....	420	197 40
Lavalle.....	200	94 00
Merrimack.....	306	143 82
New Buffalo.....	347	163 09
Prairie du Sac.....	739	347 33
Reedsburg.....	507	238 29
Spring Green.....	369	173 43
Sumpter.....	385	180 95
Troy.....	342	160 74
Washington.....	300	141 00
Westfield.....	362	170 14
Winfield.....	288	135 36
Woodland.....	233	109 51
Total .....	7,956	3,739 82
<b>SHAWANO—</b>		
Belle Plaine.....	76	357
Hartland.....	27	12 69
Pella.....	69	31 02
Richmond.....	66	31 02
Shawano.....	25	11 75
Waukechon.....	12	5 64
Total .....	272	127 84
<b>SHEBOYGAN—</b>		
Abbott.....	682	320 54
Greenbush.....	637	299 39
Herman.....	819	384 93
Holland.....	945	444 15
Lima.....	713	335 11
Lyndon.....	560	258 50
Mitchell.....	420	197 40
Moselle.....	457	214 79
Plymouth.....	869	408 43
Rhine.....	552	259 44
Russell.....	262	123 14
Scott.....	570	267 90
Sheboygan.....	459	215 73
Sheboygan Falls.....	735	345 45
Sheboygan Falls Village.....	484	227 48
Sheboygan City.....	1,528	718 16
Wilson.....	459	215 73
Total .....	11,141	5,236 27

Counties and Towns.	No. of Children.	Apportionment.
<b>TREMPEALEAU--</b>		
Arcadia .....	135	\$63 45
Caledonia .....	117	54 99
Chase .....	22	10 34
Ettrick .....	95	144 55
Gale .....	259	21 73
Lincoln .....	50	22 50
Preston .....	129	60 63
Sumner .....	54	25 38
Trempealeau .....	410	192 70
Total .....	1,271	597 37
<b>VERNON--</b>		
Bergen .....	149	70 03
Christiana .....	308	144 76
Clinton .....	153	71 91
Coon .....	167	78 49
Franklin .....	402	188 94
Forest .....	136	63 92
Greenwood .....	188	88 36
Genoa .....	109	51 23
Hillsboro .....	247	116 09
Harmony .....	168	78 96
Hamburg .....	265	124 55
Jefferson .....	365	171 55
Kickapoo .....	371	174 37
Liberty .....	110	51 70
Stark .....	131	61 57
Sterling .....	371	174 37
Union .....	123	57 81
Viroqua .....	602	282 94
Webster .....	174	81 78
Whitestown .....	83	39 01
Wheatland .....	126	59 22
Total .....	4,748	2,281 56
<b>WALWORTH--</b>		
Bloomfield .....	456	213 85
Darien .....	581	273 07
Delavan .....	951	446 97
East Troy .....	647	304 09
Elkhorn .....	406	190 82
Geneva .....	858	403 26
Hudson .....	556	261 32
La Grange .....	535	251 45
La Fayette .....	458	219 96
Linn .....	345	162 15
Richmond .....	398	187 06
Sharon .....	682	320 54
Sugar Creek .....	458	212 91
Spring Prairie .....	484	227 48
Troy .....	448	210 56
Whitewater .....	1,346	632 62
Walworth .....	543	255 21
Total .....	10,156	4,773 32

Counties and Towns.	No. of Children.	Apportionment.
<b>WASHINGTON--</b>		
Addison.....	924	\$434 28
Barton.....	494	232 18
Erin.....	822	386 34
Farmington.....	791	371 77
Germantown.....	1,053	494 91
Hartford.....	1,057	496 79
Jackson.....	803	377 41
Kewaskum.....	492	231 24
Polk.....	1,053	494 91
Richfield.....	866	407 02
Trenton.....	780	366 60
Wayne.....	770	361 90
West Bend.....	646	303 62
Total.....	10,551	4,958 97
<b>WAUKESHA--</b>		
Brookfield.....	824	387 28
Delafield.....	534	250 98
Eagle.....	560	263 20
Genesee.....	707	332 29
Lisbon.....	597	280 59
Menomonee.....	926	435 22
Mehton.....	591	277 77
Muskego.....	600	282 00
Mukwanganago.....	506	237 82
New Berlin.....	757	365 79
Oconomowoc.....	915	430 05
Ottawa.....	487	228 89
Pewaukee.....	606	284 82
Summit.....	401	188 47
Vernon.....	471	221 87
Waukesha.....	1,32	621 81
Total.....	10,805	5,078 85
<b>WAUPACA--</b>		
Bear Creek.....	73	34 31
Caledonia.....	192	90 24
Dayton.....	262	123 14
Farmington.....	273	128 31
Helvetica.....	32	15 04
Iola.....	223	104 81
Larrabee.....	27	12 69
Lebanon.....	136	63 92
Lind.....	373	175 31
Little Wolf.....	154	72 38
Matteson.....	42	19 74
Mukwa.....	416	195 52
Royalton.....	236	110 92
Scandinavia.....	319	149 93
St. Lawrence.....	222	104 34
Union.....	48	22 56
Waupaca.....	466	219 02
Weyauwega.....	471	221 37
Total.....	8,965	1,863 55

Counties and Towns.	No. of Children.	Apportionment.
<b>WAUSHARA—</b>		
Aurora.....	306	\$143 81
Bloomfield.....	276	129 72
Coloma.....	118	55 46
Deerfield.....	68	31 96
Dakota.....	129	60 63
Hancock.....	111	52 17
Leon.....	314	147 58
Mount Morris.....	183	86 01
Marion.....	234	109 98
Oasis.....	192	90 24
Plainfield.....	357	167 79
Poysippi.....	139	65 33
Rose.....	76	35 72
Richford.....	209	98 23
Springwater.....	186	87 42
Saxville.....	261	122 67
Warren.....	236	110 92
Wautoma.....	266	125 02
Total.....	8,661	1,720 67
<b>WINNEBAGO—</b>		
Algoma.....	294	133 18
Black Wolf.....	295	138 65
Clayton.....	511	240 17
Menasha.....	842	395 74
Neenah.....	931	437 57
Nekimi.....	432	203 04
Nepeuskin.....	359	168 73
Oshkosh.....	304	142 88
" City.....	2,483	1,167 01
Omro.....	784	368 48
Poygan.....	297	139 59
Rushford.....	667	313 49
Utica.....	469	220 43
Vinland.....	398	187 06
Winchester.....	476	223 72
Wolf River.....	97	45 59
Winneconne.....	477	224 19
Total.....	10,116	4,754 52
<b>WOOD—</b>		
Centralia.....	166	78 02
Dexter.....	69	32 43
Grand Rapids.....	332	156 04
Lincoln.....		
Rudolph.....	88	41 36
Seneca.....	29	13 63
Sigel.....	25	11 75
Springfield.....	38	17 86
Saratoga.....	88	41 36
Total.....	835	392 45

TABLE NO. II.

Counties.	No. of different pupils attending during the year.														
	Whole No. of days attended during winter term.					Whole No. of days attended during summer term.									
No. of pupils attending during winter term.										No. of different pupils attending during summer term.					
Whole No. of days attended during summer term.										Whole No. of days attended during the year.					
Total No. of days a school has been taught during the year.										Total No. of days a school has been taught during winter term.					
No. of days a school has been taught during summer term.										No. of pupils attending during winter term.					
School more than one term.										No. of days a school has been taught during winter term.					
No. of children over 20 years of age who have attended school.										No. of children over 4 years of age.					
No. of children under 4 years of age.										No. of female children over 4 and under 20 years of age.					
Total No. of children over 4 and under 20 years of age.										No. of male children over 4 and under 29 years of age.					
No. of female children over 4 and under 29 years of age.										No. of parts of districts not reported.					
No. of parts of districts.										No. of parts of districts not reported.					
No. of School Districts.										No. of School Districts.					
Adam.....										Adam.....					
Ashland.....	3	43	6	1293	1165	2458	25	23	62	Ashland.....					
Brown.....	69	218	2	138	141	279	279	207	2	Brown.....					
Buffalo.....	36	4	11	2925	2944	5859	10	19	34	Buffalo.....					
Calumet.....	56	3	8	1669	1579	971	856	74	20	Calumet.....					
Chippewa.....	23	1	1	619	507	1026	3	3	9	Chippewa.....					
Clark.....	9	4	4	190	153	343	5	1	7	Clark.....					
Columbia.....	129	3	66	5240	4982	10202	49	101	156	Columbia.....					
Oxford.....	78	6	34	6	2072	1992	4064	20	4	Oxford.....					
Dane.....	195	5	116	5	9422	9220	18842	97	78	Dane.....					
Dodge.....	165	2	90	2	8716	8569	17385	84	103	Dodge.....					
Door.....	21	3	4	480	396	876	12	36	13	Door.....					
Douglas.....	3	10	2	95	83	178	8	7	19	Douglas.....					
Dunn.....	32	4	12	706	649	1355	8	19	1808	Dunn.....					
Eau Claire.....	29	1	12	741	1472	731	1472	17	3	Eau Claire.....					
Fond du Lac.....	146	2	79	7533	7454	14987	98	50	175	Fond du Lac.....					

Grant.....	176	10	74	10	8801	6732	13323	29	48	171	13834	111749	235533½	7559 296654	6491	217288	9062	
Green Lake.....	102	3	49	10	4111	4100	8211	52	44	100	9011	7963	16374	5617 280252	4670	205536	6705	
Green Lake.....	46	60	3	2437	2297	4734	24	24	68	5287	4837	10074	3033 103763	2843	9806	3168		
Iowa.....	136	5	15	8	4567	4474	9041	23	15	67	7139	6087	13295	4704 157997	4529	132934	5894	
Jackson.....	52	4	8	81	3	8959	1850	22	6	75	15½	3294½	6170	936 45394½	1187	49442	1484	
Jefferson.....	95	80	5	36	4	8556	6719	13275	36	45	103	9869	8251	1820	6330 284174	5083	263872	7733
Juneau.....	1	1	19	1	6153	4870	10023	51	1	1	68	5820	5515½	1135½	2117 84893	2001	70443	2666
Kenosha.....	63	29	1	1	2513	2404	4917	40	28	67	6292	4422	9644	3123 219939	2149	108867	3693	
Keweenaw.....	43	9	1	1310	1123	2483	99	6	13	1523	1739	3262	605 11762	719	8429	772		
La Crosse.....	48	4	23	3318	2308	4626	39	16	28	3843	4223	8016	57570	1979	51521	2723		
La Fayette.....	103	5	23	1	4211	3976	8187	24	42	84	6858	8117	14475	3846 144836	4355	173374	5543	
La Pointe.....	1	1	64	65	65	109	109	1	1	84	83	167	41 18397	405	10148	1216		
Manitowoc.....	93	1	3	1	546	514	1080	9	23	16	2277½	1449	3727½	569 1542½	1386	5858½	1490	
Marathon.....	42	9	1	1	1500	1350	2850	18	25	38	3322	3286	6608	1410 18668	569	5029	5029	
Marquette.....	50	5	39	2	13901	27131	26	8	63	8213	4574	12787	7806 624702	7178	276350	10549		
Milwaukee.....	88	21	4	1230	13901	4040	43	28	73	5475	7122	12587	2350 91055	2599	79453	2983		
Monroe.....	94	8	41	2	9096	1944	4040	43	28	73	5475	7122	12587	2350 91055	2599	79453	2983	
Oconto.....	159	1	6	614	521	1135	6	2	66	5256	42	10545	8045 28904½	601	26980½	682		
Outagamie.....	69	8	1	1	3279	2217	4496	42	12	66	5256	5019	8045	2382 88937½	2288	83133	2886	
Ozaukee.....	53	14	1	1	3460	8474	6394	14	2	40	6080	2824	8904	3197 191044	8111	36611	36611	
Pepin.....	19	3	12	1	626	522	1048	6	15	980	1213	2158	557 18668	514	18066	783		
Pierce.....	48	14	26	4	981	934	1915	7	12	29	2207	2671	4818	1283 60142	1371	39765	1643	
Polk.....	19	3	316	291	607	6	4	6	757	1412	2169	314 13841	364	17098	473			
Portage.....	75	6	26	1	1480	1437	2917	25	14	44	4117	4973	9090	1759 61004	1841	57998	2901	
Racine.....	66	1	50	1	4380	4164	8544	14	21	74	6295	4989	11284	4524 211675	1088	253550	5776	
Richland.....	102	7	40	1	2622	2461	5091	36	25	72	6953½	5558½	12512	3008 110889½	2563	95171½	3671	
Rock.....	119	97	6	7281	7115	14386	61	47	154	1172	12240	23952	6375 338035	5976	239366	9738		
St. Croix.....	46	1	23	2	1212	1160	2372	23	23	36	2628	3260	5878	1491 56762	1637	62112	2079	
Sauk.....	180	5	4167	3959	8146	46	40	126	1134½	8949½	20054	5472 224355	4632	177635%	6513			
Sevano.....	18	2	4	1	173	151	824	..	2	5	420	538	958	79 2195½	164	5841	76	
Sheboygan.....	107	3	41	1	5523	5540	11063	..	31	91	972	6782	16509	6162 352201	4251	157197	63981	
Trempealeau.....	39	2	19	4	794	729	1623	14	13	18	1779	2447	4926	692 37898½	876	28305	1247	
Vernon.....	104	6	41	5	2511	2487	4998	24	32	76	6527	5945	12472	2611 87412	2679	87021	3369	
Walworth.....	104	3	69	4	4903	4891	9784	32	43	145	10409	10998½	21407½	6089 331065½	5334	294938½	7656	
Washington.....	86	46	2	5472	5162	10634	48	14	70	10828	4342	15170	5135 253647	2289	5313	5313		
Waukesha.....	82	104	6	5499	5294	10793	33	30	116	10679	9970	20649	6850 327370	5702	238307	8380		
Waupeca.....	88	6	21	3	2140	2037	4177	21	67	65	5096	5501	10597	52502 94365	4307	10246	4307	
Waukesha.....	81	5	60	10	1817	1803	3020	32	23	69	6052	6513	12555	2033 84046½	2017	75881	2682	

TABLE NO. II.—concluded.

Counties.						
No. of School Districts.	86	2	69	3	5355	10716
No. of Districts not reported.	14	4	1	...	428	831
No. of parts of Districts.	1741801	127	166850	163055	329906	1716
Total ..... Winnebago ..... Wood ..... Total ..... No. of Male Children over 4 and under 20 years of age.	3898					
No. of Female Children over 4 and under 20 years of age.						
Total No. of Children over 4 and under 20 years of age.						
No. of Children under 4 years of age who have attended school.						
No. of Children over 20 years of age.						
Total No. of Children over 4 and under 20 years of age.						
No. of children under 4 years of age who have attended school.						
No. of children over 20 years of age.						
Total No. of children over 4 and under 20 years of age.						
No. of children under 4 years of age.						
No. of children over 20 years of age.						
No. of children under 4 years of age.						
No. of days a school has been taught during the year.						
Total No. of days a school has been taught during winter term.						
No. of days a school has been taught during summer term.						
No. of pupils attending during winter term.						
No. of pupils attending during summer term.						
Whole No. of days attendance of pupils during winter term.						
Whole No. of days attendance of pupils during summer term.						
No. of different pupils attending during the year.						

TABLE NO. III.

TABLE NO. III—*continued.*

Outagamie.....	16	59. <sub>a,b</sub>	16	59. <sub>a,b</sub>	1670	87	438	89	1287	85	25	06	
Ozaukee.....	23	116	23	90	25	66 <sub>a,b</sub>	25	66 <sub>a,b</sub>	1938	12	143	50	
Pepin .....	26	96	26	34	19	54	25	25	2199	00	970	00	
Pierce .....	21	33	23	30	88	20	56	20	38	7031	00	3	00
Polk .....	11	28	22	56	33	64	20	56	50	00	1456	00	
Portage .....	8	7	16	26	20	34	33 <sub>a,b</sub>	19	83 <sub>a,b</sub>	796	70	70	00
Racine .....	44	23	61	113	84	32	98	16	60	60	00	440	00
Richland .....	6	12	11	28	52	44	72	56	20	38	1406	93	
Rock .....	8	7	16	26	20	34	33 <sub>a,b</sub>	19	83 <sub>a,b</sub>	796	70	70	00
Sauk.....	16	41	21	65	113	84	32	98	16	60	60	00	
Shawano.....	24	85	3	98	145	140	37	98	20	14	1468	00	
Sheboygan .....	53	54	8	75	149	149	169	118	61	17	182 <sub>a,b</sub>	7679	50
Trempealeau .....	9	114	5	170	351	351	267	299	391 <sub>a,b</sub>	51	21	17	07 <sub>a,b</sub>
Walworth .....	70	87	9	140	274	82	64	28	75	22	68	36	00
Washington .....	63	103	6	134	262	217	26	99	17	14	20	29	
Waupaca .....	1	4	1	7	12	9	22	30	27	50	26	00	
Waukesha .....	51	78	7	98	214	185	29	08	19	90	37	37	
Wausau.....	9	14	1	33	55 <sub>a</sub>	52 <sub>a</sub>	42	50	20	85 <sub>a</sub>	47	00	
Wood .....	14	3	14	3	15	31	28	58	30	33	17 <sub>a,b,n</sub>	18	44
Total .....	1621	2458	306	3871	7585	242	30	02	19	72	31	77	
											2990	18	
											415684	47	
											291	86	
											95726	42	
											474826	64	

TABLE NO. IV



TABLE No. V.

COUNTIES.	No. Select and Private Schools.	No. of Pupils reported attending the same.	No. of Libraries in the County.	No. of Volumes in the same.	No. of Volumes purchased this year.	No. of Volumes loaned this year.
Adams	1	180	-	150	-	-
Ashland	5	96	5	760	19	205
Brown	-	-	-	-	-	-
Buffalo	1	26	10	337	11	98
Calumet	-	-	-	-	-	-
Chippewa	-	-	1	9	-	-
Clark	-	-	-	-	-	-
Columbia	1	50	38	1078	17	417
Crawford	2	50	3	54	-	20
Dane	2	60	50	1286	35	542
Dodge	12	454	50	2708	63	926
Door	-	-	-	-	-	-
Douglas	1	10	2	6	-	-
Dunn	-	-	-	-	-	-
Eau Claire	-	-	-	-	-	-
Fond du Lac	14	496	56	1662	28	501
Grant	13	587	7	459	7	218
Green	2	43	9	791	-	161
Green Lake	5	122	29	900	30	338
Iowa	2	65	11	491	6	270
Jackson	-	-	2	68	-	-
Jefferson	10	260	45	1385	-	335
Juneau	2	20	2	197	34	125
Kenosha	-	-	60	1460	-	875
Kewaunee	-	-	-	-	-	-
La Crosse	7	325	4	119	-	-
La Fayette	5	178	6	675	10	741
La Pointe	-	-	-	-	-	-
Manitowoc	4	150	8	1041	42	290
Marathon	2	30	2	8	1	-
Marquette	Not reported	-	6	346	-	102
Milwaukee*	54	5944	5	1145	10	409
Monroe*	1	19	-	-	-	-
Oconto	4	60	-	no report	-	-
Outagamie	1	20	9	326	-	72
Ozaukee	4	390	29	1471	60	818
Pepin	1	100	-	-	-	-
Pierce	1	28	-	-	-	-
Polk	-	-	-	-	-	-
Portage	2	56	5	334	-	578
Racine	6	216	41	1836	-	737
Richland	4	120	8	190	-	416
Rock*	4	127	29	14	40	1062
St. Croix	-	-	1	25	-	-
Sauk	8	201	27	630	7	342
Shawano	-	-	-	-	-	-
Sheboygan	10	491	46	1833	26	358

\* These items not fully reported.

Table No. V.—continued.

COUNTIES.	No. Select and Private Schools.	No. of Pupils reported attending the same.	No. of Libraries in the County.	No. of Volumes in the same.	No. of Volumes purchased this year.	No. of Volumes loaned this year.
Trempealeau.....			5	274		31
Vernon.....	2	70				
Walworth.....	14	94	106	940 $\frac{1}{2}$		408
Washington.....	6	299	54	1168	8	456
Waukesha.....	13	309	25	725	5	288
Waupaca.....			4	164	32	140
Waushara.....	3	76				
Winnebago.....	5	199	6	873	8	116
<i>c.d.</i> .....	2	47	1	72		
Total.....	236	12,063	753	28,475	499	12,385



## INDEX.

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Apportionment for 1864.....	90, 105
Apportionments from 1849 to 1864.....	90
Colleges and Academies.....	99
Communication to the Governor.....	9
Communication from Hon. J. L. Pickard.....	75
Cost of instruction.....	91
County Superintendency.....	75
General remarks.....	101
Libraries.....	9
Pickard, Hon. J. L., communication from.....	75
Private Schools.....	9
Reports of County Superintendents, (supplementary) :	
Adams,.....	10
Brown,.....	11
Chippewa,.....	12
Columbia,.....	18
Dane, First District,.....	16
Dane, Second District,.....	17
Dodge, Second District,.....	18
Douglas,.....	20
Eau Claire,.....	22
Fond du Lac,.....	23
Grant,.....	24
Green,.....	27
Green Lake,.....	28
Jefferson,.....	29
Juneau,.....	31
Kenosha,.....	33
La Crosse,.....	34
La Fayette,.....	35
Manitowoc,.....	36
Marathon,.....	37
Marquette,.....	38
Milwaukee, Second District,.....	40
Monroe,.....	41
Pepin,.....	41
Polk,.....	43
Portage,.....	43
Richland,.....	46
Rock, First District,.....	47
Rock, 2d district,.....	49
St. Croix,.....	52
Sauk,.....	54
Sheboygan,.....	56
Walworth,.....	57
Washington,.....	59
Waukesha,.....	59
Waupaca,.....	61
Waushara,.....	62
Wood,.....	63

Reports of City Superintendents of Schools, .....	
Fond du Lac,.....	65
La Crosse,.....	66
Oshkosh. ....	67
Madison,.....	69
Milwaukee,.....	70
Portage,.....	71
Kenosha,.....	72
Sheboygan,.....	73
Racine,.....	74
School attendance,.....	7
School Fund,.....	85
School Fund Income,.....	89
School Taxes,.....	9
State Teachers' Association,.....	97
State Normal School,.....	99
Statistics—general,.....	124
Summary of Statistics.....	4
Teachers,.....	7
Teachers' Certificates,.....	8
Teachers' Institutes,.....	97
Teachers' Wages,.....	9
Text Books, list of recommended.....	94
Township system of School government,.....	99
Travel of Superintendent,.....	91
Webster's Dictionary, distribution of,.....	91

## ERRATA.

Page 8, eighth line from the top, for "attained" read "obtained."

Page 18, sixteenth line from the top, for "were" read "was."

Page 49, seventh line from the top, for "neither" read "either," and for "nor" read "or."

Page 91, in table "cost of instruction," for "74 cts." amount expended for each scholar of school age in 1861, read "\$2.74," and for "81 cts." in 1862, read "\$2.81."

Page 102, third line from the top, for "benifcent" read "beneficent."

